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Option: Linguistics

**Investigating the Use of Euphemism in Enhancing the
Speaking Skill of EFL Learners: The Case of Third Year
English Students at the University of 8 Mai 1945, Guelma.**

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Fulfillment of the Requirements for the Degree of Master in Language and Culture

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DEDICATION

I pray and thank God Almighty for granting us the gift of knowledge and blessing us with His
mercy.

I dedicate this work to my dear mother for her unconditional and continuous support and trust

For my elder sister Assia for her constant encouragement, trust and help

For all my siblings

For my chosen few friends

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questionnaires.

ABSTRACT

The present study investigates the use of Euphemism in enhancing the Speaking Skill and introduces Euphemism from a linguistic perspective in relation to the speaking skill. It focuses on how Euphemism is used to avoid directness in certain situations by promoting politeness to avoid face threatening acts. The whole purpose of the study is to find out how Euphemism is used to enhance the speaking skill of EFL learners. The study aims to shed light on the implications of Euphemism in relation to the notion of face (Goffmann 1967) within the framework of linguistic politeness (Brown and Levinson 1987). To achieve the objectives of the study, a descriptive qualitative method is followed. In order to collect data, two questionnaires are administered to both teachers and students. The first one is submitted to 100 students of third year at the department of English, University of 8 Mai 1945, Guelma, and the second one to 10 teachers of English. The analysis of the obtained data reveal the perspective that Euphemism is understood as a powerful discursive tool used to enhance the speaking skill, preserve the public self-image of the participants in communicative exchanges and, therefore, facilitate harmonious interpersonal relationships.

Keywords: euphemism, the speaking skill, politeness, face threatening acts, the notion of face.

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List of Abbreviations

EFL: English as a Foreign Language.

LMD: License, Master, Doctorate.

FTAs: Face Threatening Acts.

ELT: English Language Teaching.

(W): Written.

(S): Spoken.

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General Introduction:

To maintain healthy personal relationships and preserve social harmony, a person has to select the appropriate words as well as the appropriate speech strategy. One of these strategies is euphemism which is used to minimize any face threatening act. The focus of this study will be on euphemism which is replacing direct words or expressions that might be offensive, blunt, harsh, racist or hurtful to the targeted party. Euphemism is the total opposite of dysphemism, where a neutral word is replaced by a harsher equivalent. In other words, euphemism is used to soften harsh expressions and to be polite when certain situations require it. EFL learners must understand the high importance of euphemisms which are used on daily basis, whether at home, at the workplace, with friends, with spouses, with parents, or with teachers and students in the classroom.

Being able to substitute certain words or expressions with another softer equivalent and in the right situation can only be executed by a skilled speaker. Therefore, the present study investigates the use of euphemism in enhancing the speaking skill. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined both operationally and theoretically in this study, where we investigated students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes, using correct pronunciation, grammar and vocabulary by adopting euphemism and discourse rules of the spoken language.

1. Statement of the Problem:

The speaking skill is one of the most important skills of the language to EFL learners. However, the mastery of the speaking skill is not an easy task, and learners face significant

troubles when speaking. This could be due to the lack of diligence in getting knowledge and raising questions in the presence of a significant misunderstanding concerning the speaking skill, or due to less guidance provided by teachers. In addition, euphemism as an important stylistic device of the language tends to be ignored or not given enough importance, either by teachers or EFL learners. The EFL curriculum does a great work in neglecting euphemism and not treating it as a socio-linguistic tool or an instrument of developing the speaking skill. Therefore, the way to achieving great mastery of the speaking skill is curbed.

2. Aims of the Study and Research Questions:

The present study investigates how euphemism as a socio-linguistic tool could enhance the speaking skill for EFL learners. The aim is to achieve specific purposes or general ones, such as: achieving mastery of the language, achieving effective communication, preserving social relationships, saving the others' face, improving classroom interaction or mastering all aspects of communication. Moreover, this study aims at exploring the full definition of the speaking skill, as defined by many scholars such as: Rivers 1981, Nunan 1989, and Burns & Joyce 1997. Moving on to discovering what euphemism is, its relationship with politeness theory and face theory, the areas of its use, the different situations that require it and study it as a communicative tool. Much of the focus will be directed to unveiling the different reasons behind the unawareness of EFL learners of the stylistic devices of language, and specifically Euphemism and its possible uses for them as foreign communicators of English, as well as its active role in enhancing the speaking skill of EFL learners and making EFL classroom more interactive; therefore, the following questions have been raised:

1. What is euphemism? And how it can be used in order to enhance the speaking skill?
2. Are EFL learners capable of using euphemism in different speech events/situations? And what is their attitude towards it?

3. Can understanding euphemism and using it inside the EFL classroom lead to better speaking skill?

3. Research Hypotheses:

In this research, it is assumed that in order to achieve the ultimate goal of any EFL learner which is to become an effective speaker who is aware of the different aspects, components, and tools to fulfill the mastery of the speaking skill, and one of which is euphemism that functions differently and mainly as a tool that enhances the speaking skill, both on performance level and cultural awareness level. Hence, we hypothesize that:

H1: If EFL learners are adequately exposed to euphemism inside the classroom, their speaking skill would develop.

The null hypothesis denies the existence of any relation between the two variables:

H0: If EFL learners are adequately exposed to euphemism inside the classroom, their speaking skill would not develop.

4. Research Methodology and Design:

4.1. Research method:

Seeking to investigate teachers' attitudes and behaviors towards euphemism as a communicative tool and its inclusion in the curriculum or techniques to achieve the mastery of the speaking skill, a quantitative method is required. In this case, a questionnaire is more accurate. Following the same method, in order to explore euphemism and its relation with the speaking skill from the perspective of EFL learners, and to discover whether they have prominent experiences with euphemism and whether they view themselves communicatively

competent or still lacking the necessary skills and strategies to be labeled effective communicators.

4.2. Research population:

Third year English LMD students will be under investigation. Linguistic, literature and civilization teachers will be investigated as well, to prove or disapprove that teachers have a great role in guiding their learners through their journey to achieve considerable speaking skill. Third year students have been chosen as the targeted population because by now they possess enough experience that qualifies them to recognize effective communication tools, such as: euphemism. In addition to that, they are supposed to have a fairly strong mastery of the English language with all its aspects, since it is their year of graduation and they are qualified to be future teachers.

4.3. Data Gathering Tool:

The chosen data gathering tool for this study will be the “questionnaire” Two distinct questionnaires will be designed, one for learners and the other one for teachers, and will be analyzed separately, according to the covered questions. On the one hand, in teachers’ questionnaire the emphasis will be on the core of the study and the sought aim behind the study which is whether euphemism should be treated and taught as a communicative tool or exclude it from the curriculum. On the other hand, another questionnaire will be designed and delivered to third year students, where EFL learners’ speaking skill will be questioned in terms of definitions, components, attitudes, objectives and ways of achieving it. Moreover, their knowledge of euphemism will also be investigated, as well as their perception of it.

5. Structure of the Dissertation:

This study will consist of three chapters; the first two chapters will be theoretical and the third one will be practical. The first chapter will cover solely the speaking skill as defined by linguistics scholars. It will introduce the types, features, elements and characteristics of the speaking skill. In addition, learning speaking difficulties will be introduced along with strategies to overcome them. This chapter will treat the speaking skill in foreign language teaching and attempt to define communication in the classroom and its importance.

Chapter two will be devoted to euphemism, also as defined by scholars, Techniques for creating euphemism, Functions of euphemism, Examples of euphemism in everyday life, Types of euphemism, Disadvantages or limitations of euphemism. In addition, euphemism will be studied in relation to politeness theory and face theory.

The last chapter will analyze the data gathered from the two questionnaires. This chapter will reveal if the responses and attitudes of teachers and learners towards euphemism and its role in enhancing the speaking skill confirm or disconfirm our hypothesis.

Chapter One: The Speaking Skill

Introduction:

Speaking is one of the skills of language that allows every human at any field to communicate with others in order to achieve certain goals and purposes. Accordingly, the speaking skill is the most important skill that EFL learners prioritize during their pursuit of knowledge and acquisition of the English language. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Furthermore, at almost any setting, speaking is the most frequently used language skill.

Speaking has usually been parallel to writing, both being considered "productive skills", as opposed to the "receptive skills" which are reading and listening. Moreover, Speaking is closely related to listening as two interrelated ways of accomplishing communication. In other words, every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). Nunan (1989) claims that speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers. Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

Developing the speaking skills is very important for EFL learners. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills.

Recent researches have considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varonis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997). Therefore, this study dedicated this chapter to introduce the speaking skill and its importance for EFL learners.

1.1. Defining Speaking:

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Moreover, speaking is the production as well as the delivery of language in order to convey meaning, thoughts and feelings. The speaking process can be done in a group of people taking turn in speaking, forming a dialogue. When a speech targets one listener, it is a conversation. However, one can speak to oneself, forming a monologue. Actually, many of EFL learners have practiced speaking, through talking to themselves to a mirror or a recording device. Speaking can be spontaneous, without any former preparation or rehearsed and prepared in advance, as in the case of public speaking, the delivery of oral presentations, political speeches...etc

1.1.1. Types of Speaking:

There is a time and place for everything, and that same rule of thought can be applied on language and speaking in particular. There are times and situations where more formal speech is required, but there are some times and situations when it is appropriate to adopt a less formal approach. Furthermore, speaking can be both formal and informal:

a. Formal Speaking: The Dictionary of Language Teaching and Applied Linguistics (Richards, Platt and Platt, 1997: 144) defines "formal speech/speaking" as follows: "the type of speech used in situations when the speaker is very careful about pronunciation and choice of words and sentence structure. This type of speech may be used, for example, at official functions, and in debates and ceremonies". It is used when meeting people for the first time, in professional settings, in academic and business situations, in a meeting discussion or in public speaking.

b. Informal Speaking: it occurs when conversing with family and friends or with well known, close people. It is more spontaneous, unplanned and casual.

1.1.2. Defining the Speaking Skill:

The speaking skill, as Karen (1994) defines it, is an expressive language skill in which the speaker uses verbal symbols to communicate. Speaking skill is usually the most important language skill that is sought to be acquired by foreign learners of a language. It usually comes the second among the skills of the language (listening, speaking, reading and writing) and it is often hard to perfect, or at least challenging. Luoma (2004 : 1) argues that " speaking in a foreign language is very difficult and competence in speaking takes a long time to develop ."

Scholars define the speaking skill in different ways. Brown and Yule (1983: 54) state that " speaking is to express the needs-request, information, service, etc. " Another definition of speaking skill " the process of building and sharing meaning through the use of verbal and non – verbal symbols into a variety of context ." (Chaney, 1998:13). Karen (1994: 16) defines it as "an expressive language skill in which the speaker uses verbal symbols to communicate."

1.1.3. Speaking Mastery Skills:

Speaking skills are the ability to communicate effectively, to convey information and meaning in a convincing manner, and to produce thoughtful speech in accordance to the requirements of certain speech situations. Speaking skills add more fluency, accuracy, appropriateness and clarity to the delivered speech. In order for EFL learners to master the speaking skill well, they need to develop the following four main skills:

a. Fluency:

Speaking a language fluently is the ultimate goal for most learners (Kormos & Dénes, 2004). Moreover, fluency as a skill guarantees that the listener gets the intended point and purpose of the message. It is about the comfort and confidence of the speaker when making a point or moving from one point to another, making a clear connection between the stated points and the final purpose of the speech. One indicator of a strong fluency is time; the pressure of time has observable effects on the spoken interaction, on the level of planning, memory and production. A fluent speaker is able to cope with time constraints, deal with it and speak for an extended period of time, allowing the listener to catch up with each part of the speech.

b. Grammar:

A good speaker is expected to use a fairly good grammar. However, a perfect grammar is not always achieved so easily, yet the fewer grammatical mistakes a speaker makes, the better impression the listener gets. According to David Crystal in "The Fight for English" grammar is "the study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English" (Oxford University Press, 2006).

c. Vocabulary:

Vocabulary is the collection of words that an individual knows (Linse, 2005:121). A good speaker must have a permanent will of constantly growing vocabulary. Possessing different words of different fields and categories, enables the speaker to discuss different topics in an open and a comfortable way. The best way to acquire interesting words and better the speaking skill is indeed through reading and marking new terms.

d. Pronunciation:

Pronunciation is difficult skill to master, especially with all of its sub skills, which include: intonation, rhythm, word stress, sentence stress and the use of the individual sounds of the language. However, the rule very simple, an average speaker, can speak and be understood. A skillful speaker can use all the sub skills of pronunciation to provide the produced speech with much emphasis and render is more impactful. One way to practice pronunciation, is copying. A learning speaker needs to listen and copy a native speaker of the language, practice it and finally fulfill the task of acquiring a good pronunciation.

1.2. Elements, Features and Characteristics of the Spoken Language:

1.2.1. Elements of speaking:

Speaking at times can be very random and spontaneous. However, some speech situations require the speaker to be aware during the whole process of speech production until the delivery of it. Therefore, there are few points that the speaker should pay attention to when speaking, such as:

a. Attention:

At the introduction phase, the speaker has to catch the attention of the listener. The speaker can throw a joke, resort to a quote or state a fact to make speaking interesting. Talmy (2007: 50) argues that there is a wide attention system in language, and it is because of this attention system which distributes different attention to the different parts of language expressions. For the speaker or the hearer, consciously or unconsciously, the quite a few factors in language can influence the language user's attention distribution. And these factors can have the language user increase or decrease his attention on one or more aspects of language expressions.

b. Purpose:

Before the utterance of any word, the speaker knows the purpose or the reason behind speaking, as well as the targeted party, which is the listener. The purpose can be stated directly by the speaker or implied through the speech. However, it is preferable to present it implicitly rather than explicitly.

c. Credibility:

This is the part that is often neglected by speakers. In order for the listener to gain trust and belief in the words of the speaker, the speaker should be qualified to talk about the topic being discussed and the points stated.

d. Organization:

The speaker is expected to have some sort of pattern of stating points to keep the listener's attention throughout the speech. Organization of thoughts and then statements and different utterances is a very important element especially at the phase of the body of the speech.

e. Transitions and development:

speaking is more interesting and effective when the speaker knows how to move smoothly from a point to another, rather than just jumping randomly from an issue to the next, leaving the listener in confusion. Also, the speaker needs to develop speech reasonably, moving from the simple points, to the more complex, closing the speech with the most powerful point. The speaker should know when to state the most important point, specifically when reaching the climax and fulfilling the purpose of the speech.

f. Conclusion:

This is the most important element and the part that is mostly remembered by the listener. Therefore, the speaker is required to be very clear at this point and know how to end the speech. The conclusion can be the announcement of the end of the speaker's speech and the beginning of the listener's turn to make a speech, whether it is formal or informal, turn taking is important at any setting.

1.2.2. Features of the Spoken Language:

Table 1.1: A Glossary of Basic Features of the Spoken Language.

<https://www.teachitenglish.co.uk/> (retrieved February, 2019)

Term	Description
Accelerando	A term that refers to the gradual increase of speed in the speech (marked accel. on transcripts).
Accent	It is a distinctive way of pronouncing words, and it varies from a person to another according to their region, state, country or

	social class.
Accommodation	A term used to describe the adjustments people make to their accent, speech in a whole, or any other aspect of the language according to the style of speaking of the other participant of the conversation. It is also called speech accommodation, linguistic accommodation, and communication accommodation.
Adjacency pairs	A sequence of two connected or parallel phrases uttered between speakers, mainly the second utterance is dependent on the first one, like: “How are you?” “I’m fine thanks.”
Assimilation	In phonology the way in which the sounds in a word can effect neighbouring sounds in rapid speech. “Handbag” ----- “Hambag.”
Back-channelling	It refers to signals that indicate that the listener is paying attention to what the speaker is saying, they can be noises, sounds, gestures, expressions or words. According to H.M. Rosenfeld (1978), the most common back-channel signals are head movements, brief vocalizations, glances, and facial expressions, often in combination. Like: hmmm, huh, uh, oh, yes, aha, yeah...etc

Comment Clause	<p>Also referred to as comment tag; it is a common clause that adds to a previous clause or sentence to give it a natural tone.</p> <p>Like: you see, you know, you think...etc</p> <p>Example:</p> <ul style="list-style-type: none"> • It is not that easy, I suppose.
Contraction	<p>A summarized form marked by an apostrophe in writing, usually used in informal speech, like:</p> <p>‘Cannot’ becomes ‘Can’t’</p> <p>‘She will’ becomes ‘She’ll’</p>
Convergence	<p>A process in which two speakers adapt their language and pronunciation to reduce the difference between them.</p>
Declarative	<p>A statement.</p>
Deixis	<p>Words such as ‘this’, ‘that’, ‘here’, ‘there’ which act as a sort of verbal pointing.</p>
Dialect	<p>The distinctive grammar and vocabulary that is associated with a regional or social use of a language. Think ‘Geordie Shore’ with “‘mortal” and ‘’worldie”’.</p>
Discourse Markers	<p>Words and phrases which signal the relationship and connection between utterances. They act as a sort of signpost: ‘first’, ‘On the other hand’, ‘now’, ‘right’ etc.</p>

Divergence	A process in which two speakers adapt their language and pronunciation to increase the difference between them.
Elision	The omission or slurring of one or more sounds or syllables: ‘going to’ becomes ‘gonna.’
Ellipsis	The omission of a part of grammar. ‘Are you going to the party?’ ‘You going to the party?’
Emphatic stress	Stress placed upon syllables or words.
False start/Repair	This is when a speaker begins an utterance, then stops and either repeats or reformulates it.
Filled pause	A voiced hesitation.
Filler	Words with usually no semantic meaning ‘er’ ‘umm’ ‘ah’.
Hedging	Words and phrases which soften the force with which something is said – perhaps, maybe, possibly, I think.
Idiolect	An individually distinctive style of speaking.
Imperative	A command.
Implicature	A term used to describe what a hearer infers from an utterance.
Interrogative	A question.
Intonation	The quality or tone of voice in speech, which can stay level or

	rise and fall.
Latch on	A smooth link between speakers in an exchange.
Liaison	A process that changes the pronunciation of words at boundaries, usually inserting /r/.
Overlap	Where two speakers speak at the same time.
Paralinguistics	The study of non-verbal communication like body language and gestures.
Phatic speech	Words, phrases and clauses that serve a social function: 'morning' and 'lovely day isn't it?'
Phoneme	The smallest unit of sound.
Phonetics	The study of spoken sounds and the way in which they are produced.
Phonology	The study of sounds used in different forms of communication and different texts.
Prosodic features	The use of pitch, pace, rhythm and volume in speech.
Rallentando	A term used to describe speech that is getting slower. Usually marked as 'rall' on a transcript.
Sociolect	A distinctive style of speech used by a particular group of people – teenagers, footballers, 'Mean Girls'.

Spontaneity markers	Distinctive features of spoken language that mark speech as spontaneous – such as fillers
Tag question	When a speaker turns a declarative into an interrogative by tacking on extra words: ‘‘It’s a lovely day today, <u>isn’t it?</u> ’’
Turn taking	The organisation of participants in a spoken interaction.
Utterance	Basically instead of referring to a sentence (written texts) we call lines in a transcript, utterances.
Unintentional repetition	The accidental repetition of a monosyllabic word in spoken language: ‘they...they’ve’ and ‘we we we’.

1.2.3. Characteristics of Speaking:

The spoken language is different from the written language in so many ways. The spoken language is produced and delivered faster than the written language that requires thorough thinking and planning. The spoken language has the following characteristics (Halliday, 1989, p. 31):

- Variation in speed - but it is generally faster than writing
- Loudness or quietness
- Gestures - body language
- Intonation
- Stress

- Rhythm
- Pitch range
- Pausing and phrasing

Moreover, there are differences in the actual language used (Biber, 1988; Biber, Johansson, Leech, Conrad & Finegan, 1999; Chafe, 1982; Cook, 1997; Halliday, 1989).

1.3. Comparison between the Spoken Language and the Written Language:

1.3.1. Complexity:

- Spoken language is less complex than written language, basically when it comes to grammar. It has fewer subordinate clauses, fewer "that/to" complement clauses, fewer sequences of prepositional phrases, fewer attributive adjectives and more active verbs than written language.
- Spoken texts are longer. This means that there is more repetition. According to Ure (1971), the percentage of different words in a text is generally below forty percent (40%) for spoken texts and above forty percent (40%) for written texts.
- Spoken texts also have shorter, less complex words and phrases. They have fewer nominalizations, more verb based phrases, and a more limited vocabulary. Spoken texts are lexically less dense than written language - they have proportionately more grammatical words than lexical words.
- Spoken language has more words that refer to the speaker, more quantifiers and hedges, and less abstractness.

Spoken language has:

- More verb based phrases

(E.g. having treatment (W), being treated (S), hospital care (W), go to hospital (S))

- More predicative adjectives

(Misleading statistics (W), statistics are misleading (S))

- More pronouns (it, they, you, we)
- More lexical repetition
- More first person reference (I)
- More active verbs than written language
- Fewer complex words and phrases

Spoken texts are:

- More fragmented - more simple sentences and more use of coordination and, but, so, because rather than subordination (embedding)
- Lexically less dense
- Longer

Halliday (1989, p.79) compares a sentence from a written text:

The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions.

With a typical spoken variant:

If this method of control is used trains will unquestionably (be able to) run more safely and faster (even) when the weather conditions are most adverse

And a more natural spoken version:

You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets.

The main difference is the grammar, not the vocabulary. Another example from (Halliday, 1996: 347). The written text:

Obviously the government is frightened of union reaction to its move to impose proper behaviour on unions.

Is more lexically dense than the spoken version:

Obviously the government is frightened how the unions will react if it tries to make them behave properly.

Other equivalents are given below (1989, p.81):

Table 1.2: Comparison between the Written Language and the Spoken Language.

Written	Spoken
<i>Every previous visit had left me with a sense of the futility of further action on my part.</i>	<i>Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.</i>
<i>Violence changed the face of once peaceful Swiss cities.</i>	<i>The cities in Switzerland had once been peaceful, but they changed when people became violent.</i>
<i>Improvements in technology have reduced the risks and high costs associated with</i>	<i>Because the technology has improved its less risky than it used to be when you install them at the</i>

<i>simultaneous installation.</i>	<i>same time, and it doesn't cost so much either.</i>
<i>Opinion in the colony greeted the promised change with enthusiasm.</i>	<i>The people in the colony rejoiced when it was promised that things would change in this way.</i>

1.3.2. Comparing Formal Written English and Spoken English:

a. Active Verbs:

In formal written English, we often use a passive when we do not want to specify who the agent is. In spoken English we can use a subject such as "people", "somebody", "they", "we", or "you". Compare:

They're installing the new computer system next month.

The new computer system is being installed next month. (More formal)

b. Objectivity:

The spoken language in general has more words that refer to the speaker and the hearer than written language. This means that although the main emphasis should be on the information that you want to give and the arguments you want to make, it is not unusual to refer to yourself or your audience.

Halliday (1989, p.79) compares a sentence from a written text:

The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions.

And a more natural spoken version:

You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets.

Halliday provides the following examples (1989, p.81):

Table 1.3: Comparison of Objectivity in both Spoken and Written English

Written	Spoken
<i>Every previous visit had left me with a sense of the futility of further action on my part.</i>	<i>Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.</i>
<i>Improvements in technology have reduced the risks and high costs associated with simultaneous installation.</i>	<i>Because the technology has improved its less risky than it used to be when you install them at the same time, and it doesn't cost so much either.</i>

1.4. Academic Spoken Genres:

Students in their learning career are asked to perform many spoken tasks. These spoken tasks require different or sometimes similar linguistic competence, as well as structuring, such as: performing an oral presentation, giving a lecture, asking and answering questions in a lecture, discussing some points in a seminar, discussing methods in essays, justifying research proposal, defending viva and so on. These are referred to as genres and they are normally defined by their purpose, audience, and structure. Bruce (2008) calls these various texts cognitive genres. Fortanet (2005, p. 32) distinguishes the following academic spoken genres:

1. Classroom genres
2. Institutional genres

3. Research genres: conference genres, other research genres.

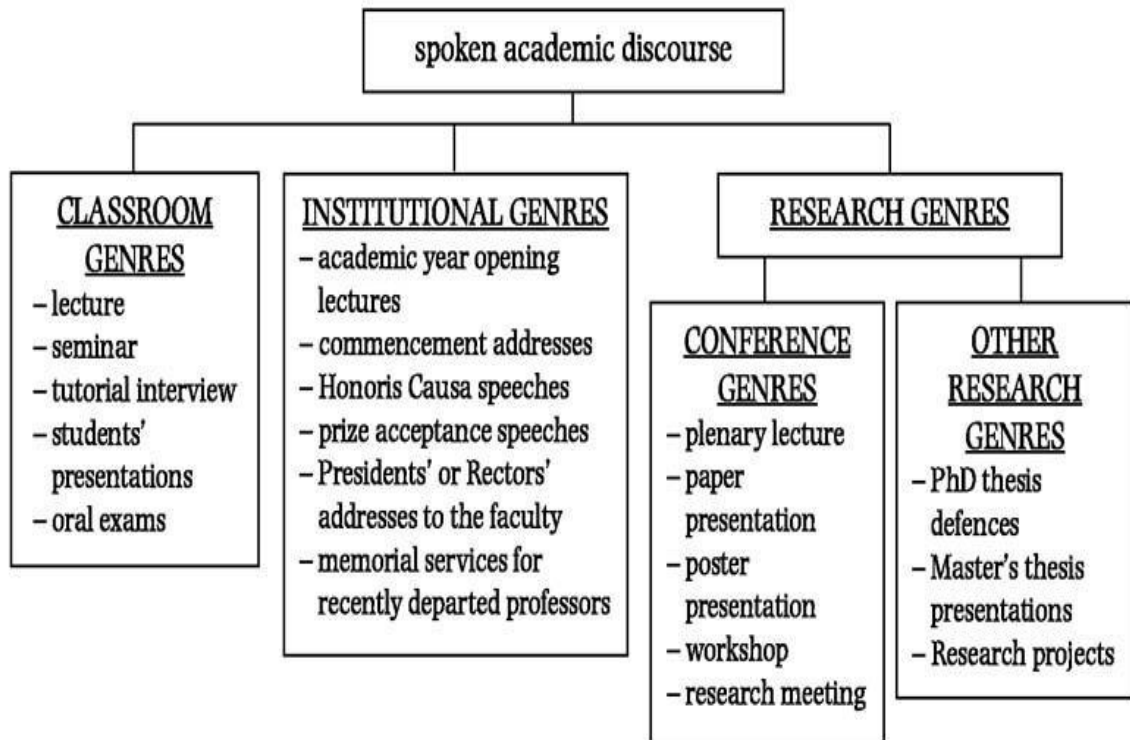


Figure 1.1: Classification of Academic Genres According to their Purpose.

Gillett & Hammond (2009) identified the following: Presentations (Individual/Group), Small Groups, Meetings, Debate, Moot, Defence (Art/Computer Programming/Engineering), Work (Health), Seminars, Workshop, Interview, Poster Discussions, Teaching Practice, Tutorial, Oral Exams and Viva.

It would seem useful, therefore, for students to focus on these common spoken genres: Lecture/Presentation, Formal Meeting, Colloquium/Seminar/Debate/Moot, Defence/Viva (Dissertation/Poster/Art/Computing/Engineering), and Interview, Oral Exams, Advising Sessions/Tutorial / Office hours, Lab Session/Workshop/Work/Teaching Practice, Service Encounter and Study Group.

1.5. Teaching the Speaking Skill:

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). It is highly important for EFL learners to learn speaking with all its aspects and elements in order to communicate effectively with each other and native speakers. Similarly, teaching the speaking skill is of a great importance. Traditionally, learners are exposed to dialogues and conversations spoken by natives, and are asked to memorize, repeat and imitate them. However, it is required to teach learners how to be competent speakers, how to communicate effectively and to know how to adapt to several situations and settings.

While teaching speaking, learners are expected to be able to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003)

Teachers need to provide for their learners, authentic practices that prepare them to communicate appropriately and correctly in real-life situations.

1.5.1. Why Teaching Speaking Skills?

To the best knowledge of the researcher, spoken language is complex, and it needs to be built on a strong basis. Teachers need to teach it properly and accurately, according to the needs and lacks of all the learners. EFL learners need to present their point of views; either inside the classroom or to native speakers and only speaking skills allow them to do that. In addition, skilled EFL speakers are expected to be able to communicate effectively and confidently in a variety of speech contexts. The major goal of teaching and learning the speaking skill is to achieve communicative efficiency i.e. to be able to speak without any confusion made because of faulty grammar, vocabulary or pronunciation.

1.5.2. Activities that Promote Speaking:

a. Discussions:

EFL learners need to be given the freedom to discuss lessons and certain points in the lesson, during and after the delivery of the lesson. EFL learners need to learn how to discuss topics and share opinions with each other. The teacher has set a goal before the class, and the space, structure and freedom of discussion should be held according to the goal and the purpose determined by the teacher. Usually, learners are given the right to discuss and share their point of views in a sort of agree/disagree activities. These activities promote critical thinking and decision making, as well as teaching learners how to talk and disagree in a polite way.

b. Role play:

Role playing activities give the learners the chance of speaking in various social contexts, either of their creation or given by the teacher. Usually, a prompt is provided by the teacher,

and learners are asked to react upon it, like the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

c. Simulations:

Simulations are very close to role playing, however, they are more elaborative. Learners are free to dress according to what they are pretending, or bring items to create a more realistic environment. For instance, learners can bring training equipment, if they are playing the role of sport trainers. These activities are entertaining and motivating and as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d. Information gap:

This activity promotes team spirit, learners are asked to work in pairs, one partner has the information that the other partner does not, and they are expected to share information. This activity helps in solving problems and collecting data.

e. Brainstorming:

This activity can be done individually or collectively, and either way, it is effective. On a given topic, learners are asked to elaborate and bring more ideas, in accordance to that topic. They will not be criticized for their ideas, so they will be more open and free to sharing new ideas.

f. Storytelling:

This activity gives the learners a chance to explore their creative thinking, where they can create their own stories to tell to their classmates. Learners will not only tell a story of their

creation with their own setting and characters, but they can also summarize a story they heard before or tell riddles or jokes.

g. Interviews:

The teacher in this activity functions only as a guide, whereas the learners take the lead. After the topics of the interviews are given by the teacher, the learners prepare the questions in a group or with the help of the teacher. Conducting interviews promote learners' speaking ability and make them socialized.

h. Story completion:

This activity is a fun one, learners will sit in a circle and create a story like a team. The teacher can begin a story, one learner can add from one to four sentences, and another learner can add other sentences starting from the ending point of the previous learner. Learners are free to add or alter events, add characters, add settings or scenes.

i. Reporting:

The teacher asks the learners to read magazines or newspapers before the class and during the class they are asked to report to their classmates the most interesting news they have read or simply tell one of their prominent life experiences.

j. Playing cards:

This activity is a sort of a fun game, where learners are sat in a group, and cards are formed. These cards contain some names that each of them represents something in particular, and questions are formed in accordance to what is written on those cards. For instance: if card is named love, which stands for love and relationships, a possible question is; how is your

relationship with your siblings? Learners are not allowed to form yes/no questions, so they can practice more speaking rather than giving short answers.

k. Picture Narrating:

This activity provides sequential pictures to the learners, and they are asked to narrate the story in these pictures according to the criteria set by the teacher, in terms of vocabulary and structure.

1.6. Learners Speaking Difficulties:

The spoken language is usually viewed as the indicator of a strong communicative proficiency. However, it is the hardest to master by EFL learners, the problem probably lies in the type of lessons held in the classroom. Usually, the teacher speaks more than the learners, which means that learners practice speaking less in the classroom that is supposed to be the main setting where learners speak more.

1.6.1. Factors that Cause Speaking Difficulties to EFL Learners:

Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

- 1. Inhibition.** Students are worried about making mistakes, fearful of criticism, or simply shy.
- 2. Nothing to say.** Students have no motive to express themselves.
- 3. Low or uneven participation.** Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Sometimes some factors are related to the learners themselves, some of them lack the motivation to speak or to learn, some of them lose the interest in learning and quit so fast. Some learners lack the willingness to learn and to practice learning inside the classroom and out, and this willingness is often the result of fear of negative evaluation and anxiety. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Emotional factors are not always the problem, when the student lacks enough vocabulary to speak, is considered as a problem.

1.6.2. Strategies to Improve the Speaking Skill:

To the best knowledge of the researcher, improving the speaking skill is a crucial step that should be taken thoughtfully in order to develop the general level of knowing English and understanding it as a whole language. EFL learners can overcome all the obstacles and problems they encounter during the process of learning and practicing speaking. However, they should take into consideration some tips and guidelines that allow them to improve and become competent communicators and speakers of English. Some important tips on how to improve the English speaking skills are as follows:

a. Practicing with an English-speaking partner:

practicing English with a native speaker is very important to acquire the very basis of speaking English more fluently, because learning how to speak starts from informal contexts until reaching the knowledge of how and when to switch to formality.

b. Listen and Speak:

Listening and speaking overlap, and listening is known to be the foundation for speaking. It is important for learners to balance their focus between listening and speaking, because listening gives them the chance to imitate questions or answers in a moment of loss.

c. Recording Conversations:

In order to get the maximum benefit out of a conversation with a native speaker, it is important to consider recording. Recording gives the learner the chance of reviewing their performance and evaluating their pronunciation and speaking skills in general.

d. Maximum Exposure to the English Language:

Another way of improving speaking skills for EFL learners is by surrounding themselves with English spoken by natives. Most EFL speakers learned English and the English vocabulary, grammar, idioms and slang from watching English movies with subtitles in their mother language. Others learned English from listening to English music, and getting themselves familiar with the English pronunciation, intonation and rhythm.

Conclusion:

Developing the speaking skill is a must for EFL learners in order to converse with native speakers naturally and spontaneously. It is often viewed as a measure of knowing a language and understanding it. This chapter focused on the speaking skill in general, speaking skills in specific, its features, teaching it, the difficulties of learning it and how to overcome them.

Chapter Two: Euphemism

Introduction:

During a conversation, both in formal or in informal contexts, communicators find themselves inclined to mask some unpleasant connotations and denotations of some words or expressions. The best way to do that is by using euphemism, which never fails to save the face of oneself or the other party of a conversation. Especially, when talking about some delicate topics, like death or diseases, to avoid any kind of offense, discomfort or embarrassment. Euphemism is used frequently in our daily lives, sometimes we are aware of it, and sometimes we are not. This linguistic tool serves our need to maintain our social relationships and enhance our speech styles. It is needed everywhere, at home, at school, at the market...etc and in every field, such as: medicine, teaching/learning, administration, politics...etc. in this regard, the current chapter spots the light on euphemism and provides a thorough study of its aspects.

2.1. The Scope of Euphemism:

2.1.1. Defining Euphemism:

The word " euphemism " comes from the Greek word "euphemos", meaning "auspicious /good/ fortunate speech" which in turn is derived from the Greek root- words "eu", "good /well"+"pheme" "speech / speaking".The"eupheme" was originally a word or phrase used in place of a religious word or phrase that should not be spoken aloud especially the taboo words (Wikipedia, 2019: 1).

Euphemisms are powerful linguistic tools that "are embedded so deeply in our language that few of us, even those who pride themselves on being plainspoken, ever get through a day without using them," (Linfoot-Ham, 2005, 228).

Merriam-Webster Online Dictionary defines euphemism in this way: "the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant; also: the expression so substituted."

Leech (1981, p. 45) defines euphemism as "the practice of referring to something offensive or delicate in terms that make it sound more pleasant."

Sanderson (1999, p. 259) also states that euphemism "can be used as a way of being vague and unclear, or to cover up the truth or reality of a situation."

Johnstone (2008, p. 59) in her book also phrases that euphemism is "the use of a supposedly less objectionable variant for a word with negative connotations." To avoid the negative meanings and connotations of the words and subjects, euphemisms are employed. Mostly, euphemisms encompass the subjects such as religion, politics, sex, death, different functions of the human body, and diseases.

According to Wardhaugh (1986, p. 231) "Perhaps one linguistic universal is that no social group uses language quite uninhibitedly." Thus, it can be inferred that all cultures probably use euphemisms. One important issue is that: Euphemisms are culture-specific.

Hai-long (2008, p. 88) contends that "Language and culture are inseparable from each other. As an inalienable part of language, euphemism bears the mark of culture." He continues that it "can be easily tracked in our conversation and they reflect different levels of culture and various patterns of culture. To some extent, euphemism is a mirror of culture."

2.1.2. Reasons for the Use of Euphemisms:

The reason for a euphemistic substitution is not only to soften a vulgar expression. Alkire (Alkire, 2002) argues that euphemisms can be used to make speech or text more sophisticated. He provides an example of the euphemism attorney, which sounds more refined than the word

lawyer. Katamba (Katamba, 2005) agrees that avoidance of hurting someone is not the major reason for the use of euphemisms. In his opinion, people use euphemisms to deal with social taboos that are individual of every culture. Social taboos constitute topics respected by people. Most significant are terms related to religion, where e. g. the name of God is substituted by expressions Lord, the King of Glory, the All-powerful.

According to Holder (Holder, 2008), fear of the devil made people replace his name by attributes like Black Lad, Prince of the Darkness or Bad Man. Holder also characterizes euphemisms from a semantic point of view. He claims that euphemisms have their former, derived meaning, which has become a euphemism on the basis of association (e. g. metaphors used for dying – to sleep, to go under, to leave the land. Euphemisms can be used either in spoken or written language.

According to Crystal (Crystal, 2002), there are more euphemisms typical for spoken language in English because written language does not deal with slang or obscene vocabulary. Obscene words appear in a text only in the form of graphic euphemisms. Euphemisms cover important events of human existence. Alego (Alego, 2005) points out that they often appear in contexts referring to unhappiness of human life, like death or diseases, but they also refer to very emotive events such as birth. The following table demonstrates common euphemistic expressions:

Table 2.4: Common Euphemistic Terms.

Euphemistic terms	Their meanings
Couch Potato	A lot of people use it to describe somebody who is overweight, while others understand it to really describe somebody who is just lazy,

	whatever size they are.
Full Figured	This is the final ‘fat’ euphemism to make the list, and is probably the kindest of all of them
Lost His/her Marbles	We usually say that the person lost his or her marbles instead of stating that they are nuts, mad, crazy or kooky.
Between Jobs	Referring to somebody who is unemployed
Departed	A dead person
Ethnic cleansing	Racial genocide
Rendition	Torture in a country where it is legal
Job survivor	Person not yet right sized, attired or managed down
Collateral damage	accidental deaths
Differently-abled	handicapped or disabled
Poor	economically marginalized
old age	golden age, golden years
Lazy	motivationally deficient
A Few Sandwiches Short of a Picnic	It is used to suggest that somebody is a little bit intellectually challenged

2.1.3. Negative Sides of Euphemisms:

Enright (Enright, 2004) defines euphemisms as dishonest expressions. In his opinion, the purpose of euphemisms is to conceal true essence of speech. Speaker refers to a subject using circuits and real subject is hidden. There might be doubts on the side of the audience, because there is a chance that they do not understand the meaning properly. Euphemisms are often

used in reference to negatively perceived social actions, which speaker is ashamed to mention directly. Burrige (Burrige, 2004) claims that by referring to topics like war or killing euphemistically, those topics might appear tolerable. Euphemisms in this case create an excuse for such social actions and lead humans to perceive them with a respect.

Katamba (Katamba, 2005) uses term doublespeak for this kind of euphemisms. He is convinced that euphemistic substitutions for brutal and inhuman acts make them look tolerable and civilized. Totalitarian regimes and militaristic regime use doublespeak to conceal shocking reality. The word preventive is used to refer to unprovoked military actions (preventive war) and the collocation preventive detention signifies the retention of political detractors.

Although euphemisms have their negative sides they can make life much easier as well. Enright (Enright, 2005) claims that euphemisms make truths less painful because people can avoid direct speaking. They also encourage a speaker to talk about things which he would be ashamed to mention directly. Both interlocutors are saved from losing their faces or embarrassing moments and hurting feelings. Audience can learn something more about a speaker's attitude towards the topic and help a speaker to persuade his listeners by pointing out different perspectives. According to Burrige (Burrige, 2004), euphemisms contribute to the development and enriching of English language by a new expressions, because they are based on associations and associations still change.

2.1.4. Euphemism and Style:

Allan (1991) found out that euphemisms are not represented only by lexemes. He claims that euphemisms, like synonyms, are chosen according to the context. Style and euphemisms are in a relation, in which euphemisms support the intended style and style supports euphemisms. According to him, each expression should be assessed according to a context. It

is essential to see the links between the word and its context to talk about euphemisms. Context provides extra information, apart from dictionaries of euphemisms.

The effort to maintain a face is involved in every social interaction where context is crucial. There exist rules, which should be observed by a speaker to save his/her own face and to be considerate of the face of his interlocutor. Allan (1991) renders four conventions that should be adhered by a speaker to stay euphemistic:

1. Speaker should state his argument clearly. He should omit any extra data that are not necessary for hearer to understand.
2. Speaker should act frankly and not give any information he is not sure to be truth.
3. Speaker should keep within the context, not digress or be irrelevant. Giving misleading information may cause incomprehension.
4. Speaker should avoid ambiguity, compose his message stylistically suitable and omit unnecessarily wrong sentences.

He adds that effect of speaker's words on his own face and on the face of an audience should be considered. In spoken language, both interlocutors are responsible for degree of politeness of the discussion. Means used in order to keep a particular style of discussion are individual of each participant. The policy of saving face is close to the art of diplomacy. It is fundamental to be considerate, tactful and tolerable to others. Degree of sensibility should not be exaggerated, because excessive politeness could be seen as ironic and therefore dysphemistic.

2.2. Classifications of Euphemism:

2.2.1 Euphemisms Connected with Death:

According to Enright (2005), the word death is one of the oldest taboos. For centuries people have been determined not to use the term “death” directly and nowadays they still search for substitutions. That is why there exist many euphemisms for this topic. He claims that consideration of feelings of family members and fear of unknown constitutes the motivations for euphemistic substitutions.

Allan (1991) agrees that the theme of death is taboo because people have always been scared of dying. In his opinion, the fear is motivated by worries of losing relatives or close friends, people fear what will follow after death, frustrated of disgust of the dead body and scared of evil spirits.

Holder (2008) claims that euphemisms standing for killing someone are often idioms of the verb to put: put (a person’s) lights out, put against a wall, put away, put daylight through, put down, put on the spot, put out of your troubles, put to sleep or put to the sword. According to him, euphemisms for suicide are denoted by the word self: self-deliverance, self-execution or self-violence.

2.2.2 Euphemism and Religion:

Euphemisms used in religion are motivated by human prejudices, respect for God, and fear of devil and evil forces. According to Enright (2004) the word God is a euphemism because it is a universal term, not a name. But people cautiously replace the word God by euphemisms. The euphemistic substitutions for God or names of saints are often used to soften the swearing. Holder (2008) claims that people feared of evil give flattering euphemistic names

to malevolent spirits: black gentleman, black prince for Devil, evil fairies are called good folk or neighbors.

2.2.3. Euphemisms and Politics:

Burridge (2004) noticed the similarity between euphemisms used as substitutions for religion and supernatural powers and euphemisms used in politics. According to her, human interest not to antagonize Gods and supernatural powers is comparable with interest of politicians to insinuate into the favor of their electorate. According to Ostermeier (2009), using euphemisms connected with raising taxes is common in today's politics. There is an increasing number of euphemisms for this issue. Most widely used are expressions like revenue raise, progressive revenue or progressive taxation. There are words, which denote particular activity or field used in politics. Holder (2008) gives the following examples:

- The word special, which refers to illegal or inhuman activities.
- The expression special treatment means to torture or kill political opponents.
- Nuclear weapons are referred to by the term special weapons.
- The expression special operation signifies secret and illegal operations.
- The word strategic is used by politicians in reference to unsuccessful actions.
- Expressions strategic movement to the rear and strategic withdrawal refer to military failure.

Another semantically marked word is the word people's, often used to conceal the idea of autocracy. The terms people's democracy, or people's republic, people's party are connected with the autocratic regime.

Holder (2008) claims that political vocabulary contains many euphemistic expressions denoting war e. g. armed struggle, conflict, confrontation, counter-attack, incident, intervention, limited action, operation.

2.2.4. Political Correctness:

Enright (2004) defines political correctness as an intended selection of terms without offending associations towards minorities or substitutions for terms arousing discrimination. It is evident that expressions politically correct are more formal and stable than euphemisms and are related to issues of discrimination and other subjects that are offensive for races or minorities.

Crystal (2002) claims that in 1980s many people promoted an idea of nondiscriminatory terms concerning minorities. Vocabulary causing prejudices in gender, race, sexuality, personal development or ecology should have been omitted and substituted by more acceptable terms. In 1990s this effort was called political correctness. E.g. mentally handicapped people were referred to as people with learning difficulties or the expression disabled people was substituted by differently able.

2.2.5. Euphemisms Connected with Business:

Business euphemisms deal with many areas like employment, advertisement, financing, banking and bankruptcy. Holder (2008) renders many euphemisms in today's English referring to jobs. The reason for that is to avoid offending people working in low positions or people whose jobs are apprehended as inferior. E. g. the word agent is commonly used for elevating the title of a job (press agent which means publicist), or the euphemistic expression exterminating engineer, which refers to a rat catcher. He claims that today's English is rich in terms suggesting loss of a job or unemployment, eg. Reduction in force, relieve, redundant, to reduce the headcount, to be selected out, to seek fresh challenges.

2.2.6. Euphemisms Connected with Diseases and Medicine:

Euphemisms in this field deal with the most serious diseases. Holder (2008) claims that medical jargon is often used by doctors instead of generally understandable reference to the illness. Scientific terms are not clearly euphemisms, but the message is indirect and understanding might be doubtful (e. g. coronary inefficiency). Holder (2008) claims there are many negatively associated terms in English containing French, which is caused by mutual disfavor of the countries. French used with diseases has obvious negative connotations but it is unclear which disease is being discussed, e. g. French ache, or French disease refers to syphilis.

Heart conditions according to Holder are another issue which is covered by euphemistic substitutions. He points out that a bad heart condition or heart attack could be replaced by cardiac incident, cardiac arrest, and heart problem. Holder argues that meaning of mental diseases could be obfuscated by unmentioned extent of illness. The words referring to mental diseases are not graded. The word mad could mean slight mental disorder but also can be used for more serious mental illness.

The hidden degree of seriousness in euphemistic feature of words like: off the wall, off your gourd, off your head, off your napper, off your rocker, off your tree, off your trolley, etc. Parker (2007) points out that euphemism treadmill is clearly seen on the words denoting mental diseases. In the beginning of 19th century, words like idiot, imbecile, moron, were euphemisms. The reality denoted by the words brings negative connotations along. Less offensive terms are recreated to show a respect and to give a hope to family members.

Allan (1991) renders euphemisms connected with healing of diseases. Often used is the verb to fight against a disease or in the case of cancer crusade is used. He claims that words denoting diseases are intrinsically bad. That is why names of diseases are used

dysphemistically. Maledictions are made by the use of disease name in every language. Allan gives an example of malediction A pox on you which is used in modern English.

2.2.7. Euphemisms Connected with Human Body and Sex:

Most of euphemistic expressions are connected with sex and bodily effluvia. According to Enright (2004), words with sexual connotations are intrinsically dysphemistic and therefore they are still being coined new euphemisms. Taboo words concerning sex are often used for swearing or abusing because of their dysphemistic nature. Euphemisms dealing with sex and bodily effluvia are conditioned by distaste and embarrassment.

Holder (2008) sets examples of euphemisms for sweat or bad breath. Both could evoke an embarrassment to a person by a straight or a dysphemistic allusion of a smell. The smell is referred to as an odor or a smell, the person is odorously challenged. Euphemisms are used for expressions denoting socially unsuitable behavior, like belching, which is substituted by break wind.

2.2.8. Euphemisms Connected with Addictions:

Today's English has to deal with socially unaccepted issues like alcohol, drugs and gambling. Holder (2008) claims that people choose to prefer evasive language, because the topic deals with many personal destructions. Not only physical and psychical health is damaged, but the person might have to face up to debts, destroyed family and a social shame. According to Holder, addictions could be called weaknesses, e. g. weakness for the drink meaning alcoholism or weakness for the horses represents gambling addiction.

2.3. Expressing Euphemism:

2.3.1 Figures of Speech:

- **Metaphor** - Metaphor is a very common figurative means used for euphemistic substitutions which are achieved through analogy. Allan (1991) provides examples of metaphor used for euphemisms connected with death, eg. To pass into the next world.
- **Metonymy** – Another case of euphemistic substitution is the form of metonymy. According to Allan (1991), metonymy suggests a similar feature of two things. In case of euphemisms, the expression with negative connotation is denoted by association with the euphemistic term, eg battle for alcoholic drink.
- **Remodeling** – Remodeling is usually used as a substitution for taboo words. Allan provides an example of remodeling for damn, which are eg. darn, dang, or drat. Enright (2004) renders euphemistic remodeling for God (Gosh) and Christ (cripes).
- **Hyperbole** – Allan (1991) claims that hyperbole represents another type of euphemistic substitution. Hyperbole is figure of speech, which exaggerates the issue, therefore it is more used for dysphemisms which overstate the offense (He is the rottenest bastard I ever come across) because euphemisms rather reduce the sense, but e. g. flight to glory for death.
- **Understatement** – Allan (1991) claims that understatement is figure of speech used to express euphemisms by expressing only one part of the truth, e. g. expressions like companion or friend are used in reference to a sexual partner.

- **Synecdoche** – According to Allan (1991) synecdoche is a figure of speech that signifies an issue by pointing out only part of a problem, e. g. I've got a cough without mentioning other symptoms.
- **Periphrasis** - Enright (2004) defines periphrasis, also known as circumlocution, as an effort to express some sensitive or offensive issue without mentioning it directly, but through circuits and indirect phrases, which take a form of a little story.

2.3.2. Euphemisms in Word Formation Processes:

- **Omissions** – A dysphemistic word could be avoided by omission. Allan (1991) claims that in written language the lexis is substituted by a graphic mark, e. g. dots. In spoken language person could use non-verbal language, or semantically empty words, e. g. hm. He claims that except of full-omissions there appear quasiomissions which are more common, e. g. I need to go, which means to go to lavatory.
- **Clippings** – Another way of creating euphemisms is by shortening dysphemistic counterparts. According to Allan (1991), Clipping means shortening of a dysphemistic word to make the negative associations less obvious, e. g. jeeze for Jezus, or nation for damnation.

2.4. Euphemism and Dysphemism:

2.4.1. Defining Dysphemism:

Allan and Burridge (2006) argue that “a dysphemism is a word or phrase with connotations that are offensive either about the denotatum and/or to people addressed or overhearing the utterance” (p. 31). But how can taboo words do such harm to people and why do such words acquire an unmentionable status? Dysphemistic words hurt because of “the shock value and the taboos that are broken in their use” (de Klerk, 2011: 40). As Allan and

Burridge (2006: 33) noted, “dysphemisms are typically more colloquial and figurative than orthophemisms.”

Allan and Burridge (2006) argue that “shared taboos are therefore a sign of social cohesion” (p. 9). Allan and Burridge certainly talk about individuals who share knowledge about what is dysphemistic in their linguistic community and what is not. Individuals that do not abide by society’s dysphemism and ensuing euphemisms are often classified as living at the margin of society. Some examples of dysphemism are shown in the table down below:

Table 2.5: Common Dysphemistic Terms

Dysphemistic terms	Their meanings
Apologist	a person who defends someone or something that's often criticized
bleeding-heart	socially-engaged, or wanting to help people or animals
Bureaucrat	a government official or civil servant
Dictator	an authoritarian leader who abuses political and human rights
illegal immigrant	a dysphemism for undocumented immigrants, refugees and asylum seekers
Loser	a person who hasn't made lots of money or had a professional career
snail mail	mail sent by a postal service (as opposed to "email")

2.4.2: Euphemistic Dysphemism:

As Allan and Burridge (2006:39) observe “a euphemistic dysphemism exists to cause less face-loss or offence than an out-and-out dysphemism (although it will not always succeed in doing so).” Similarly, as Kleparski and Grygiel (2003:19) explain, Puritans used legislation to censor the use of the name of God, which led to the employment of the so-called apostrophized forms in oaths or exclamations, such as ‘zounds for God’s wounds or ‘slid for God’s lid.

2.4.3. Dysphemistic Euphemism:

Quite the reverse is the case with an impolite, vulgar or flippant form to refer to a neutral or, sometimes, serious situation. When the illocutionary force is neutral or calling for euphemistic treatment and the locution is either jocular or offensive, then we are entitled to talk about dysphemistic euphemisms. One overwhelming tabooed issue that has always provoked fear, or at least unease, is death. As Enright (2005:29) observes, humans’ long-lasting avoidance of the topic seems to function as a kind of a trigger for a wealth of X-phemisms used with reference to death.

2.4.4. The relationship between Euphemism and Dysphemism:

Euphemisms are often associated with dysphemisms, because existence of some euphemisms is based on existence of dysphemisms. Euphemisms represent milder terms used instead of inappropriate expressions. The relation between euphemisms and dysphemisms is contradictory. Allan (1991) defines dysphemism as an expression, which could cause an offence to the listeners or denoted subject and for that reason, dysphemisms are substituted by milder euphemistic expressions. Essential function of euphemisms is to eliminate improper dysphemistic associations and thus dysphemisms and euphemisms are interconnected e.g. the euphemistic expression to short is “vertically challenged” and “dwarf” dysphemistically.

Allan also claims that it is speaker's intention to choose either straight dysphemistic locution or euphemistic substitution. He uses the term euphemistic dysphemisms to introduce expressions which are euphemistic remodellings of dysphemisms. For example the word God is dysphemistic to mention his name directly. Speaker can avoid being dysphemistic and use euphemistic remodellings like Gosh, Gum or George.

According to Burridge (Burridge, 2004) there are many dysphemisms in the English language, but they are not used as much as euphemisms. Dysphemisms are evaluated according to a context as euphemisms, for example, the expression you old bastard might be used between two friends as a joke, but you are such a bastard! Is swearing. Dysphemistic language covers taboo, swearing, offensive language, blasphemy or profanity, which will be specified in the following subchapters.

2.5. Basic Theoretical Assumptions:

2.5.1. Face-Work Theory:

Goffman (as cited in Hudson, 1998, p. 113) developed the face-work theory. This theory is based on the term face in the expression "to lose face" and "to save face", meaning self-respect or dignity, or in simpler words the image one has about oneself or the others. Goffman (1959, pp. 208-12) defines face as "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self, delineated in terms of approved social attributes." The fundamental idea underlying face-work theory is that people living in a society do their best to save their face and not to lose it. It must be noted that face is a very fragile element that can be easily damaged by others. Therefore, when people communicate with each other, all participants are in charge of maintaining not only their own face, but also other people's face.

Brown and Levinson (1978, p. 66) narrow down the notion of face introduced by Goffman. According to them, face is "something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interactions." In their view, face is divided into two categories: positive face and negative face. It is certainly worth mentioning that as Peccei (1999, p. 64) emphasizes, negative does not mean bad in this case; here it is used as opposite to positive.

A. Positive Face:

Based on Brown and Levinson (1987, p. 13), positive face is "the desire (in some respects) to be approved of." In this regard, Peccei (1999, p. 64) holds that positive face refers to the human's need to be confirmed and liked by other people in the society. It also refers to a person's need to feel that his social group shares common aims. Brown and Attardo (2005, p. 83) define positive face as follows: It "is building someone's ego, the desire to be liked." As an illustration, they say compliments and showing respect are some aspects of this type of face since people wish to be liked and feel important (p. 83).

B. Negative Face:

As explained by Brown and Levinson (1978, p. 13), negative face is "the desire to be unimpeded in one's actions." Brown and Attardo (2005, p. 83) also state: "negative face is the desire to be left alone, not to be imposed upon, and to be able to act as we please." In their opinion, apologies and deference are aspects of negative face.

C. Face-work Theory in Relation to Politeness:

Brown and Levinson (as cited in Brown and Attardo, 2005, p. 83) declare that face is part of a theory named politeness. In this regard, they mention that "to a large extent politeness can be seen as a tool to save face, both for the speaker and the hearer." Yule (1996, p. 134) also

claims that "in the study of linguistic politeness, the most relevant concept is face" and "politeness is showing awareness of another person's face." Fasold (1990, p. p. 161) believes whatever communicators do to maintain their and others' positive and negative face will add to politeness.

2.5. 2. Face-Threatening Acts:

All the threats to both positive and negative face of both speaker and hearer are called Face-Threatening Acts (FTAs). According to Brown and Levinson (1987 [1978]), face-threatening acts may threaten either the speaker's face or the hearer's face, and they may threaten either positive face or negative face. The degree of these FTAs is not similar; some of them can be serious FTAs and some can be mild. Factors such as intimacy or power can determine the seriousness of the FTAs.

2.5 3. Politeness Theory:

Politeness or face-saving theory is developed by Brown and Levinson. In fact, they extend Goffman's face theory. As discussed by Mills (2003, p. 6), politeness is the speaker's intention to reduce the face threats of the FTAs toward another. Basically, minimizing the hearer's negative face and maximizing their positive face are the main considerations of politeness.

Brown and Levinson (1987, p. 1) hold that politeness has a socially basic role: It can control potential conflicts among the communicators. They claim that their theory is a universal feature of all languages. However, the politeness of an utterance is evaluated by norms and values which are culture-bound and vary from culture to culture, that is, which actions threaten "face" or which politeness strategy is taken in what context will differ across different cultures.

Meyerhoff (2006, p. 84) contends that the politeness theory provides a criterion for distinguishing similarities and differences between cultures in the way of using politeness in the society. Brown and Levinson distinguish two kinds of politeness: positive and negative.

A. Positive Politeness:

Positive politeness serves to keep positive face of others. Peccei (1999, p. 64) states that "When we use positive politeness, we use speech strategies that emphasize our solidarity with the hearer, such as informal pronunciation, shared dialect or slang expressions, nicknames, more frequent reference to speaker and hearer as we, and requests which are less indirect." In short, positive politeness wishes to preserve people's self-image as confirmed and liked member of the society (p. 66).

B. Negative Politeness:

Negative politeness is to keep people's negative face. According to Peccei (1999, pp. 64-5), the use of the following strategies will lead to preserve the negative face of other people:

- Avoidance of nicknames, slang and informal pronunciation.
- Using more indirect and impersonal request such as could you... or could I ask you to...
- Referring to the hearer in the third person instead of second person (e.g. Students are asked not to put their essays in the staff room.)
- More frequent use of mitigating devices, which are used to lessen the blow, such as please, possibly, I'm sorry but...

2.5.4. The Relationship between Euphemism, Politeness and Face:

Based on the above theories, one may assume that the relationship between euphemism, politeness and face is deeply rooted. Crespo (2005: 78) states "euphemism, face and

politeness are interrelated phenomena which pursue a common aim: social harmony in communication". Crespo (2005) believes that to avoid the threat of certain conflictive speech acts, euphemism responds to two kinds of motivation. Crespo assumes that the first kind of motivation is to reinforce politeness in social discourse; and the second is to preserve the addressee's face as well as the speakers' own face.

Speaking of interaction, communicators must preserve each other's face. In other words, they must pay attention to two kinds of related rules: rule of self-respect and rule of considerateness. The former is a body of rules through which the participant maintains his or her own face while the latter is a body of rules through which the interactant preserves the others' face.

In this view, Qing (2005) holds that "The face threat reduction or face saving is not only mono-directional, i.e. other-oriented, but also bi-directional or even "self"-oriented in some specific conditions.... In addition, "others" indicates not only the hearer, but all the parties involved." It is not always convenient to express some opinions or facts directly. By using ambiguous notions in the euphemistic expressions, people attempt to minimize the FTAs.

Based on Locher (2004), speakers attempt to avoid making a situation embarrassing or making the addressee feel uncomfortable. Thus, politeness strategies are used to save the hearer's face. Moreover, speakers are also concerned about their own face more than the addressee's face due to the fact that the speakers do not wish to damage their own face. Consequently, by employing euphemisms, the threats to both the speaker's and hearer's face will be minimized.

Meyerhoff (2006) claims that Brown and Levinson's politeness theory considers formulating the choice of words and phrases which are appropriate for the complexities of the social order. In this view, it should be noted that euphemism is a kind of word or phrase

choice. By employing the well-chosen vague or pleasant words and expressions, people try to decrease the FTAs.

Euphemisms seem to be related to the off record strategy, which is a way of being indirect or vague and leaves it up to the hearers to interpret the indirect statement. As discussed by Levinson and Brown (1978, p. 211), "a communicative act is done off record if it is done in such a way that is not possible to attribute only one clear communicative intention to the act."

Through close observation of the foregoing points, the relation of euphemism to politeness, and face-work theories becomes obvious.

Conclusion:

In order to have healthy social relationships, it is necessary to have a solid communicative competence. One way to achieve that is by knowing how to preserve the face of each other through the use of euphemism. Using euphemism for the sake of politeness lowers the chances of a communicative failure. However, one should distinguish between utter politeness and euphemism, which is close to politeness. Generally, the importance of politeness lies in the avoidance of the FTAs, and the importance of euphemism lies in the prevention of the FTAs, which makes both theories quite similar. In this regard, people favor a variety of language which is more delicate and less offensive. Through the discussion above, it can be concluded that, to show politeness, people tend to use euphemism, as a figure of speech, in their interactions.

Chapter Three: Investigation Analysis and Discussion

Introduction:

In this chapter, a full analysis and discussion of the findings generated from the teachers' questionnaire and students' questionnaire is introduced. Both questionnaires shed light on the importance of the speaking skill, evaluation of the speaking skill, knowledge about euphemism and the relationship between the speaking skill and euphemism. The questionnaires are completed by 110 participants, 100 of them are third year English students and 10 of them are EFL teachers at the department of English, Guelma University.

3.1. Teachers' Questionnaire:

3.1.1. Questionnaire Administration:

Teachers' questionnaire has been handed to teachers (10 teachers) on 12th of May 2019 from the department of English at the level of the University of Guelma, May, 08th 1945. All the teachers who have participated in this questionnaire currently or previously have taught third year students, but different modules, such as: translation, oral expression, written expression, applied linguistics, didactics, grammar, culture and FLT.

3.1.2. Description of the Questionnaire:

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of the present research. The technique of close-ended questions is mainly used because teachers were restricted with time and have a lot of duties. In short, there are three types of questions used in this questionnaire:

1. **Numeric Questions:** to gain background information of the participants.
2. **Close –ended Questions:** to ask respondents to choose from pre-determined answers.

3. **Follow-up questions:** they are used for clarification such as “please specify” or “justify your answer”.

Teachers’ questionnaire consists of 35 questions, organized in three sections. Each section and each question in this questionnaire are related directly or indirectly to a specific aspect of this research.

The first section aims at getting background information about the participants and their knowledge about their third year students. This section is the shortest, it consists of 8 questions, the first 3 questions were directly specific to the teachers themselves, whereas, the remaining 5 questions, aim at getting some knowledge about what they think about their third year students and their awareness of euphemism and their competence in speaking.

The second section, which consists of 13 questions, aims at knowing teachers’ evaluation of the speaking skill. It was mainly concerned with methods followed by teachers to teach the speaking skill, and whether it really works or not, and if teachers correct their students’ speaking mistakes. In addition to that, the aim was to know to what extent teachers use English inside and outside the classroom, and whether they make sure they give all their students an opportunity to practice their speaking skill inside the classroom or not.

The third section was concerned with the relationship between euphemism and the speaking skill. It consists of 14 questions, 5 of them questioned the different situations teachers used euphemism, the following 3 questions directly linked euphemism with the speaking skill and ask about the teachers points of view about it, the other following 3 questions, focus on the importance of euphemism inside the classroom, whereas the remaining questions try to investigate if teachers think that euphemism has its own disadvantages.

3.1.3. Data analysis of Teachers' Questionnaire:

A. Teachers' Background and students' Level in English

Questions One, Two, and Three:

All the teachers who have participated in the questionnaire have a Magister degree. (65%) of these teachers have fairly long experiences in teaching English, to third year students (9-12 years). Whereas, the remaining teachers (35%) have a somewhat short experience in teaching (1-5 years).

Questions Four and Five:

Teachers have been asked to provide little information about their third year students and their answers varied between positive and negative. (70%) of teachers have claimed that their third year students' general level in English is moderate, (20%) think it is strong, and (10%) have claimed it is weak. Whereas, (50%) of teachers have specified that third year students' level in speaking is moderate, (40%) have claimed it is weak and 10% have opposed it is strong.

Questions Six, Seven and Eight:

- 1) **Question 6:** The majority of teachers (80%) have claimed that third year students do not know what euphemism is. However, only (20%) have claimed that they do.
- 2) **Question 7:** The majority of teachers (90%) have claimed that third year students practice euphemism without labeling it, and only (10%) denied this.
- 3) **Question 8:** All the teachers agreed that third year students are motivated to learn speaking more than the other skills of the language.

A thorough description about this statement will be demonstrated in the following table:

Table 3.6: Demonstration of Teachers Answers of the Questions 6,7, 8.

Questions	Answers by percentage	
	yes	no
6. Do you think they know what euphemism is?	20%	80%
7. Do you think they practice it without labeling it?	90%	10%
8. Are your students motivated to learn speaking more than the other skills of the language?	100%	0%

B. Speaking skill evaluation:

The questions used in this section demand from the participants the least effort they can make, by just putting a cross or ticking a box, and provide extra information if they wanted.

Question Nine:

Teachers have been asked about their perspective of themselves, whether they think that they are good at performing all their speaking skills or not. (100%) of teachers have assured that they are good at performing all their speaking skills in formal context. (70%) of teachers have claimed that they are good at performing all their speaking skills in informal context, and (30%) have claimed that they are not really good.

Question Ten:**Table 3.7:** Teachers' Extent of Spoken English inside the Classroom

Options	Number	Percentage
To a very great extent (90%)	9	90%
To a great extent (70%)	1	10%
To a moderate extent (50%)	0	0%

To a small extent (20%)	0	0%
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Teachers are expected to state what extent they speak English inside the classroom. The aim of this question is to test the teachers' influence on their students. (90%) have stated that they speak English inside the classroom to a very great extent, whereas only (10%) have claimed that they speak it just to a great extent.

Question Eleven:

11. What do you focus on most when you teach your students speaking?

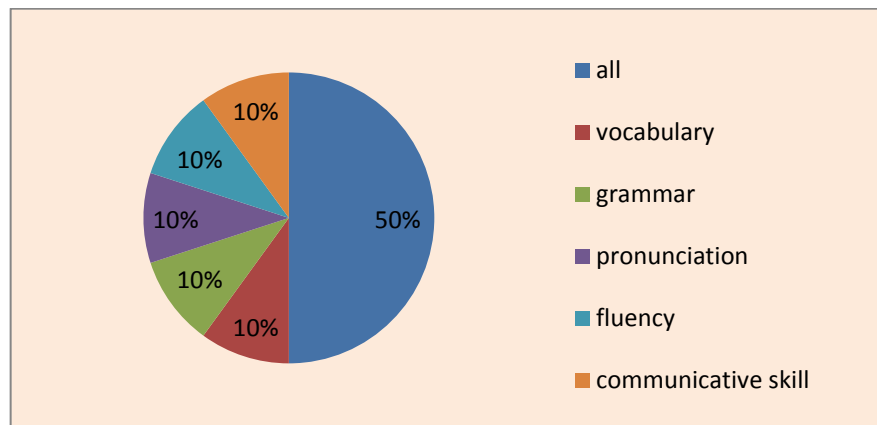


Figure 3.2: Teachers' Focus When they Teach Speaking.

Teachers have been provided with a variety of answers to this question, and have been asked to choose one of them or all of them, and add an option if they find it necessary. (10%) have stated that they focus on vocabulary, (10%) have stated that they focus on grammar, (10%) have stated that they focus on fluency, another (10%) have stated that they focus on pronunciation and (50%) have chosen all the options, while only (10%) have added a new option which is "the communicative skill".

Question Twelve: In what form do you let your students speak in the classroom?

Table 3.8: Forms in which Students Speak English in the Classroom.

options	Number of ticks	Percentage
Presentations	10	100%
Classroom discussions	10	100%
Peer work	4	40%
Leisure activities	6	60%

Teachers have been given this question and provided with four answers to choose, they have been given the freedom to choose more than one option. Accordingly, (100%) have stated that they let their students speak in the classroom in form of presentations. (100%) have chosen classroom discussions as another form. Only (40%) have chosen peer work, and (60%) have chosen leisure activities.

Question Thirteen: On what criteria do you evaluate your students' speaking skill?

Table 3.9: Criteria of Evaluating Students' Speaking Skill.

Options	Number of ticks	Percentage
Vocabulary	10	100%
grammar	2	20%
pronunciation	3	30%
fluency	10	100%
comprehension	10	100%
interaction	10	100%
General performance	8	80%

all	5	50%
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Teachers have been asked about the criteria on which they evaluate their students' speaking skill, and have been given multiple options to choose from. They have been given the freedom to choose more than one option, (100%) of teachers have chosen vocabulary, fluency, comprehension and interaction. (20%) have chosen grammar, (30%) have chosen pronunciation, (80%) have chosen general performance and (50%) have chosen "all". The findings show that grammar and pronunciation are not so important to make one an effective speaker. Whereas, vocabulary, fluency, comprehension and interaction are highly important.

Question Fourteen:

Teachers have been asked about which type of assessment they follow in their classroom, and they had to choose from two types of assessment, standardized and non-standardized assessment, and they were asked to provide an explanation to their answer. (30%) have chosen standardized assessment, because of the lack of time, claiming that non-standardized assessment is time consuming, that's why they avoid it. (30%) have chosen non-standardized assessment, because it helps students to know other aspects of evaluation in relation to their performance. (40%) have chosen both standardized and non-standardized assessments, giving the students the freedom to choose the type that suits them best.

Question Fifteen:

It was important to ask teachers if they use any pre-sources to teach speaking, to know on what basis they use their methods. (100%) of teachers have declared that they use pre-sources, and they all agreed upon social media, such as: YouTube, to teach the speaking skill.

Question Sixteen: To what extent do you think your method in teaching speaking work for all your students?

Table 3.10: Teachers' Methods Effectiveness.

options	number	percentage
100%	2	20%
70%	6	60%
50%	2	20%
30%	0	0

(60%) of teachers have declared that their method in teaching speaking works (70%) for all their students. While, (20%) have chosen the percentage (100%) and (20%) have chosen the percentage (50%). This proves that there is no perfect method that works for everyone, and finding one is very rare.

Question Seventeen: Do you think that there is a relationship between the teaching method and learning outcomes?

This question has been mainly asked in continuity of the previous question. (100%) of teachers strongly agree that there is a relationship between the teaching method and learning outcomes, and this again reflects the teacher's influence on the students, raising the responsibility of teachers when deciding a teaching method.

Question Eighteen: Do you make sure you give all your students an opportunity to speak English regardless of their level?

The aim of this question is to know whether weak students have an excuse for their low proficiency and whether they are equally treated or not. (100%) of the teachers have assured

that they always make sure they give all their students an opportunity to speak English regardless of their level.

Question Nineteen: Which approach do you follow in the class?

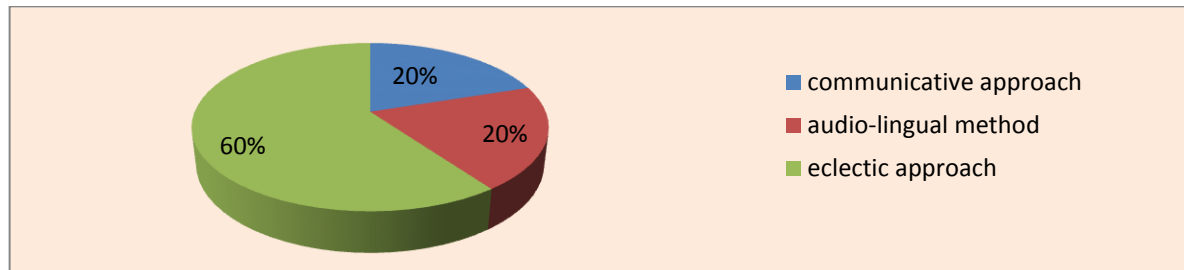


Figure 3.3: Demonstration of Teachers' Choice of Methods

As the demonstration shows, (60%) of teachers have chosen the eclectic approach, while (20%) have chosen the audio-lingual method, and (20%) have chosen the communicative approach.

Question Twenty:

Again, for the sake of investigating some students' low proficiency in speaking, teachers have been asked about what they do concerning the students' mistakes. (100%) of them have stated that they correct them.

Question Twenty One: Do you think that there is a need for reform in English Language teaching in Algeria?

(100%) of teachers strongly agree that there is a need for reform in English Language Teaching (ELT) in Algeria. This confirms teachers' awareness of the weaknesses of the English curriculum in Algeria.

C. Euphemism and its Relationship with the Speaking Skill:

Question Twenty Two and Twenty Three:

Table 3.11: Teachers' Use of Euphemism Inside the Classroom.

Questions	Options by percentage				
	always	Very often	often	sometimes	never
22. How often do you use euphemism when talking to your students?	40%	0%	0%	60%	0%
23. How often do you use euphemism in the subjects you teach?	20%	0%	20%	60%	0%

The two questions above have been asked for the sake of knowing how often teachers use euphemism inside their classrooms.

First, (60%) have declared that they sometimes use euphemism when talking to their students, while (40%) have claimed that they always do.

Second, we wanted to know how often they use euphemism in the subjects they teach, and (20%) have declared that they always use euphemism in the subjects they teach, another (20%) have stated that they often do, while the majority of them (60%) have declared that they sometimes do.

As a result, it is understood that euphemism is not so largely used even by teachers, and that it is used socially more than it is used academically.

Question Twenty Four and Twenty Five:

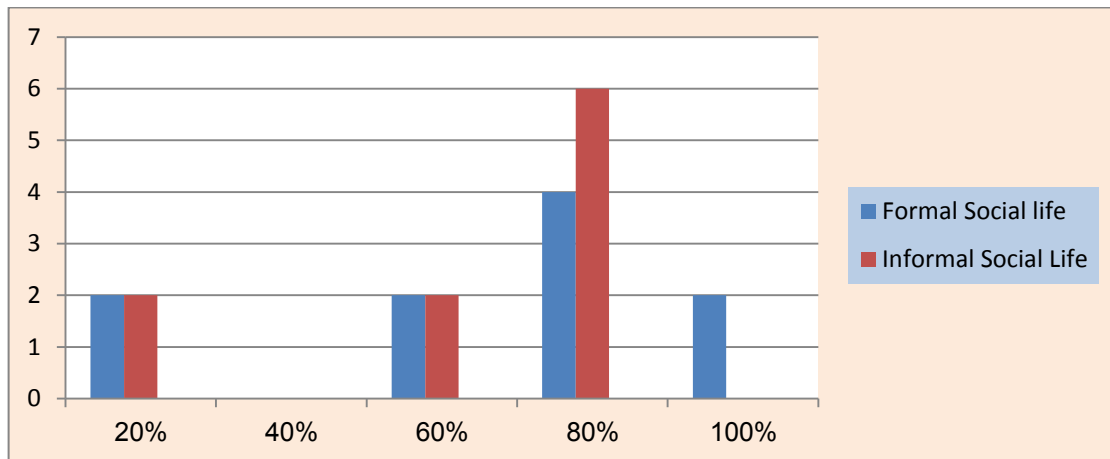


Figure 3.4: Teachers' Use of Euphemism in Formal and Informal Social Life

Figure number four reveals the findings of question 24 and 25 from section 3. As the figure shows, teachers have been given percentages to choose from, and they have to choose what best reflects their use of euphemism in informal and formal social life.

The vertical numbers refer to the number of teachers, two teachers which means (20%) have claimed that they use euphemism by just (20%) in their informal social life, while (20%) have claimed that they use it by (60%), and the majority of them which makes (60%), have stated that they use it by (80%) in their informal social life.

The case is different when it comes to formal social life, (40%) of teachers have claimed that they use it by just (20%) which is very low comparing to the context, where it should be used. (20%) of teachers have selected (60%), (40%) of them have selected (80%), and just (20%) have selected (100%).

Questions Twenty Six-Thirty Four:

Table 3.12: Teachers' Attitude Towards Euphemism.

Questions	Options by percentage				
	Strongly agree	agree	neutral	disagree	Strongly disagree
26. Do you think everyone must use euphemism in daily life?	0%	40%	60%	0%	0%
27. Do you think that euphemism could be regarded as a communicative tool?	0%	100%	0%	0%	0%
28. Do you think that imposing euphemism on learners could enhance their speaking skill?	0%	60%	20%	20%	0%
29. Do you think that it should be taught early in the first year?	20%	60%	20%	0%	0%
30. Do you think that euphemism is a useful way of protecting feelings of the teacher and the students?	40%	60%	0%	0%	0%
31. Do you think that considering euphemism when speaking could lower the risk of having fights and conflicts inside the classroom?	40%	60%	0%	0%	0%
32. Do you think that euphemism is very advantageous in showing respect and concern?	40%	60%	0%	0%	0%

33. Do you think that excessive politeness suggests insincerity and evasiveness?	20%	60%	0%	20%	0%
34. Then, should euphemism be avoided in academic contexts?	0%	0%	60%	40%	0%

The above demonstration reflects data findings of questions from 26 to 34. The questions are designed to get a closer view about teachers' attitudes towards euphemism. They were first asked if they think that everyone must use euphemism in their daily lives, and (40%) of teachers agree, whereas, (60%) of them are neutral. They have been then asked if euphemism could be regarded as a communicative tool, and (100%) agree, which proves the hypothesis of the present study.

Continuously, teachers have been asked if they think that imposing euphemism on learners, could improve their speaking skill. (20%) of teachers disagree, (20%) are neutral, and (60%) agree, which again proves our hypothesis, building on the opinion of the majority.

Since teachers have claimed that their third year students are unaware of euphemism, they have been asked if they think it should be taught early in the first year. Unsurprisingly, (20%) of teachers strongly agree, (60%) just agree, while just (20%) of them are neutral, which puts again into question the weaknesses of the English curriculum followed in Algeria.

Teachers have been asked if they think that euphemism is a useful way of protecting feelings of the teacher and the students, and (40%) of them strongly agree, and the remaining (60%) just agreed. Similarly, they have been asked if they think that euphemism is very advantageous in showing respect and concern, (40%) strongly agree and (60%) just agreed. The findings of these two questions prove that euphemism should be adopted by both teachers and students inside the classroom.

Having dealt with the theory of politeness in the second chapter, a necessity of knowing the opinion of teachers about it has been raised. Therefore, they have been asked if they think that excessive politeness suggests insincerity and evasiveness, (20%) strongly agree, (60%) agree, and (20%) disagree. Taking into consideration the findings of this question, teachers have been asked if they think that euphemism should be avoided in academic contexts. (40%) of them disagree, while (60%) are neutral, which means that euphemism is always important, despite its weaknesses.

Question Thirty Five: When is euphemism most required?

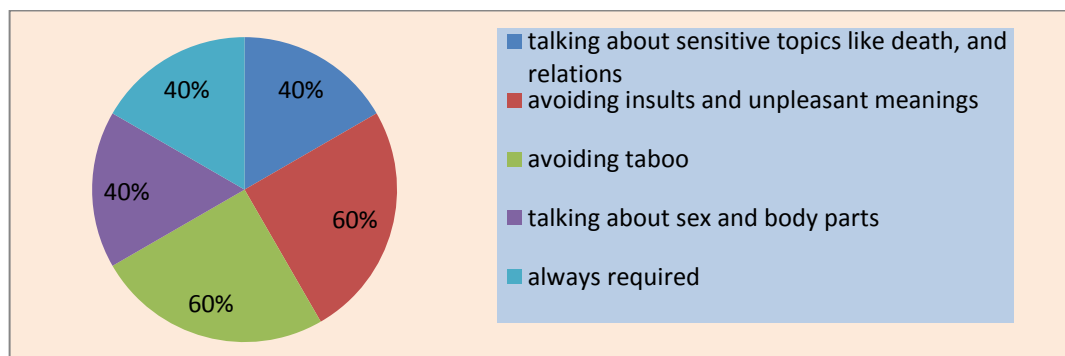


Figure 3.5: Teachers' Perception of Euphemism.

In order to know teachers' perception of euphemism and their opinion about when it is most required, they have been given five options with unlimited number of ticks and the freedom to cite any necessary addition.

(40%) have stated that it is most required when talking about sensitive topics, like death and relations. (60%) have stated that it is most required when avoiding insults and unpleasant meanings. (60%) have stated that it is most required when avoiding taboo, while (40%) have declared that it is always required. (40%) of teachers have added that euphemism is required when talking about sex and body parts.

3.2. Students' Questionnaire:

3.2.1. Aim of the Questionnaire:

This questionnaire is mainly designed to investigate students' speaking competence, their awareness about their speaking skill, their perception and knowledge about euphemism, and if they think the speaking skill could be linked to euphemism in order to be improved.

3.2.2. Administration of the Questionnaire:

The questionnaire has been designed and delivered to 100 LMD third year students, at the English department of the University of Guelma, 8th of May, 1945. The answers to this questionnaire were gathered and generated within a week.

3.2.3. Description of the Questionnaire:

The students' questionnaire is composed of three main sections, made up of 29 questions divided as follows:

- The first section, which seeks to gather personal information about the participants. This section contains four questions; it is concerned with general information of the learners. This section aims at gathering general information about the sample of the study which paves the way to make an accurate analysis.
- The second section, which is concerned with the speaking skill. This section consists of twelve questions (5-16), it is devoted to collect data solely about the speaking skill. The questions of this section highlight learners' opinion about their speaking proficiency and their weaknesses and aim at knowing their attitudes towards it.
- The third section, which is concerned with euphemism and its relationship with the speaking skill. This last section directly introduces euphemism and investigates its

relationship with the speaking skill. It consists of thirteen questions (17-29), they all attempt to dis/prove the hypothesis of the present study.

3.2.4. Data Analysis of Students' Questionnaire:

A. Personal information:

1. Gender:

Table 3.13: Students' Gender.

Gender	Number	Percentage
Male	15	15%
Female	85	85%

The table above proves the wide-conceived idea, which is that females are more interested in studying foreign languages and English in particular; for that, females are dominant in language teaching. Females make (85%) of the population of the sample, while males make only (15%).

2. Age:

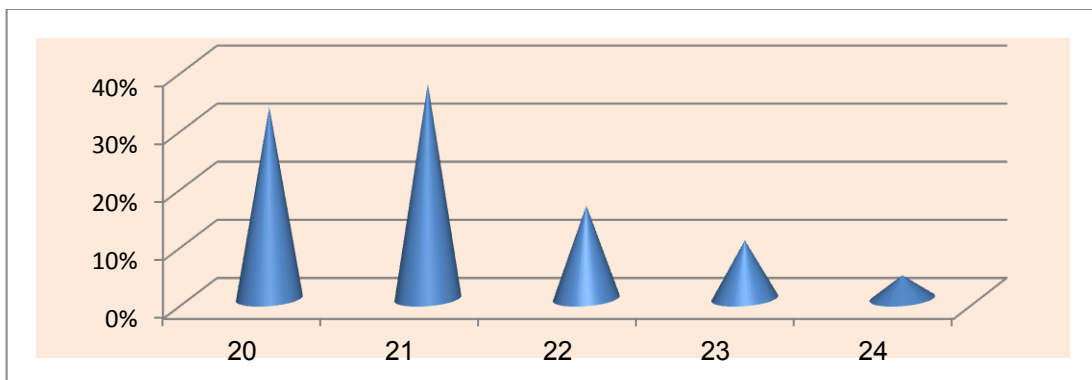


Figure 3.6: Students' Age.

The figure above shows that the population of the sample is very youthful, and it will result in young teachers. (33%) of the present population are aged 20, (37%) are aged 21, (16%) are aged 22, (10%) are aged 23 and only (4%) are aged 24.

Question Three: Are you satisfied with your English level?

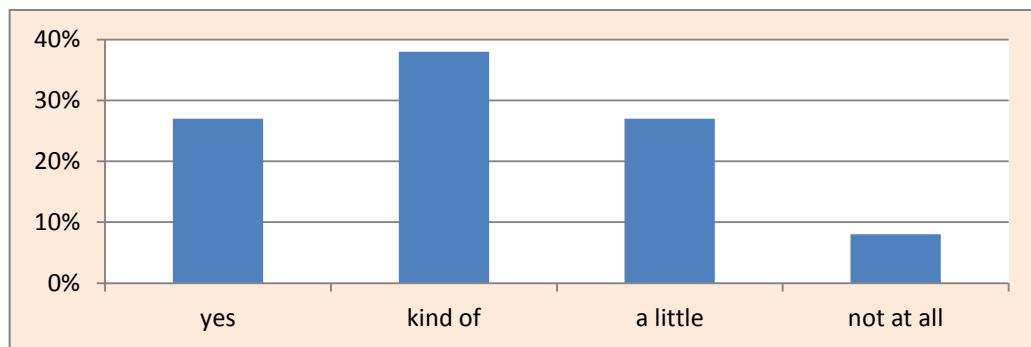


Figure 3.7: Students' Satisfaction with their English Level.

This question aims at knowing students' own opinion about their English level. Students have been brutally honest, and (38%) of them have stated that they are kind of satisfied, (27%) have selected just a little, (27%) have stated that they are satisfied, whereas (8%) have declared that they are not satisfied at all.

Question four:

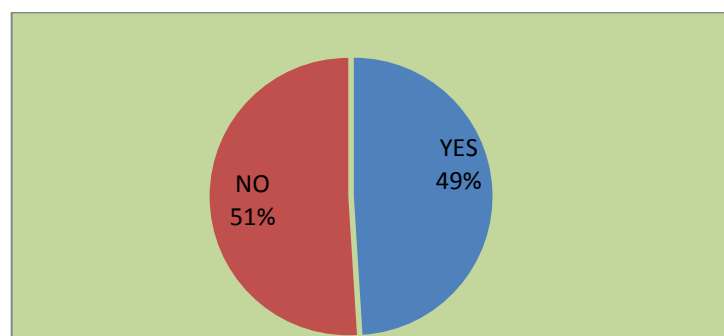


Figure 3.8: Students' Perspective about their Destiny as Teachers.

Third year students are aware that their destiny after graduating is to teach. Therefore, they have been asked if they think they are well-equipped and qualified to be teachers, and they had to justify their answer. (49%) of them have stated that they are qualified to be teachers, because they think they are capable enough to deliver a lesson and convey a message, comparing it to presenting, claiming that teaching too will not be that hard of a task. (51%) have stated that they are not qualified to be teachers, because they still need more learning, they still make spelling mistakes, they lack vocabulary, they have a weak pronunciation, they have stage phobia and anxiety, and they still need more training. Some of them have simply confessed that they are not keen on teaching and maybe they will consider it after finishing masters.

B. Speaking skill evaluation:

Question Five: How do you evaluate yourself as an EFL speaker?

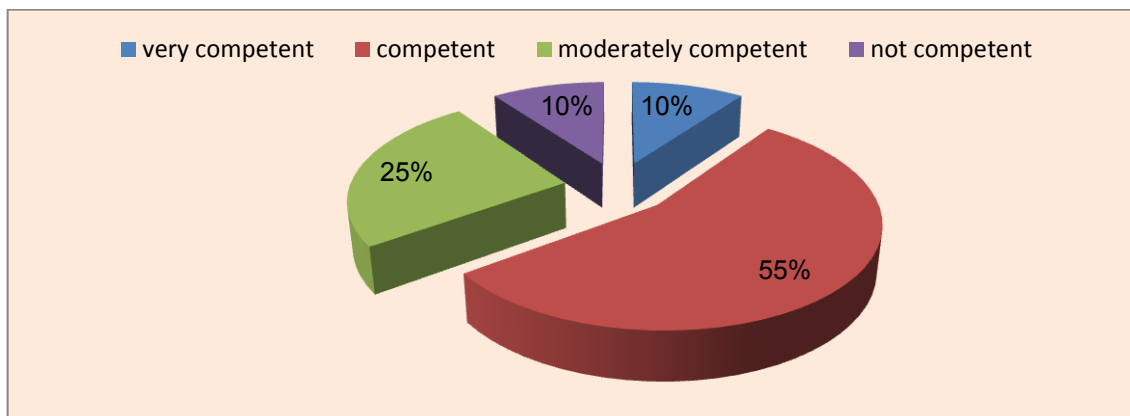


Figure 3.9: Students' Speaking Competence.

The figure above reflects students' responses on how they evaluate themselves as EFL speakers. (10%) are very competent, the majority that makes (55%) think they are just competent, (25%) think they are moderately competent, whereas, (10%) think they are not competent.

Questions Six and Seven:

Table 3.14: Students' Extent of Speaking English

Questions	Options (%)			
	To a very great extent	To a great extent	To a moderate extent	To a small extent
6. To what extent do you speak English inside the classroom?	15%	60%	20%	5%
7. To what extent do you communicate in English in your daily life?	5%	40%	25%	30%

In order to know the extent that students speak English, they have been asked two separate questions. First, they have been asked about the extent to which they speak English inside the classroom. (15%) speak it to a very great extent, (60%) speak it to a great extent, (20%) speak it to a moderate extent and (5%) speak it to a small extent. As a result, the classroom should be a natural environment in which students can practice their speaking skill.

Second, they have been asked to what extent they communicate in English in their daily lives. Just (5%) of them do to a very great extent, (40%) communicate in English to a great extent, (25%) do to a moderate extent, and (30%) have selected to a small extent. The findings of this question show that students attempt to practice their speaking skill even outside the classroom.

Question Eight: Do you think that speaking is more important than the other skills of the language?

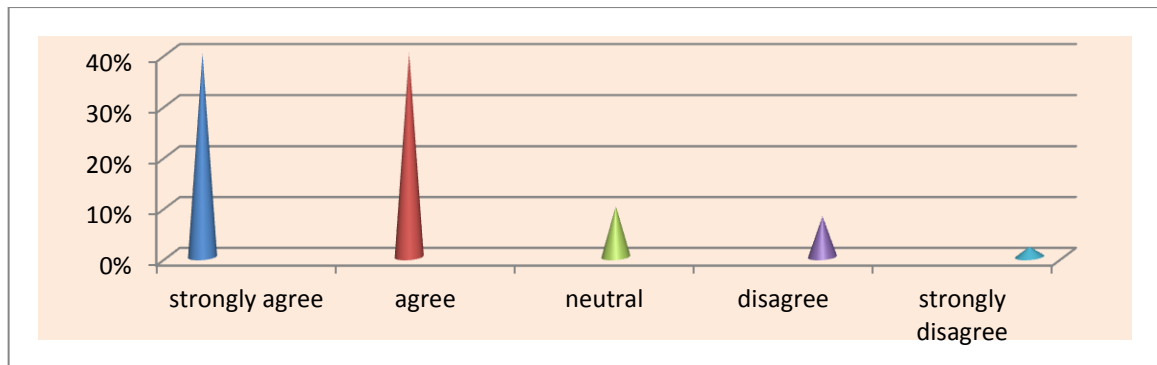


Figure 3.10: The Importance of Speaking.

The figure above reflects students' opinion about speaking, whether they think it is more important than the other skills of the language or not, and they have to provide a justification to their answers. Expectedly, (40%) of students have stated that they strongly agree that speaking is more important than the other skills of the language. (40%) of students agree too, claiming that the speaking skill is the easiest way to give an impression about the students' general level and competence in English.

Some students think that the speaking skill is the easiest skill to practice and develop, which is why it is the most important skill. Others think that they need speaking more than the other skills of the language, especially, when they go abroad for further studies or work. (10%) of students are neutral, while (8%) of them disagree and (2%) strongly disagree. Most of them justify their answers by saying that speaking is no less important than writing, while others say that all the skills of the language are equally important.

Question Nine and Ten:

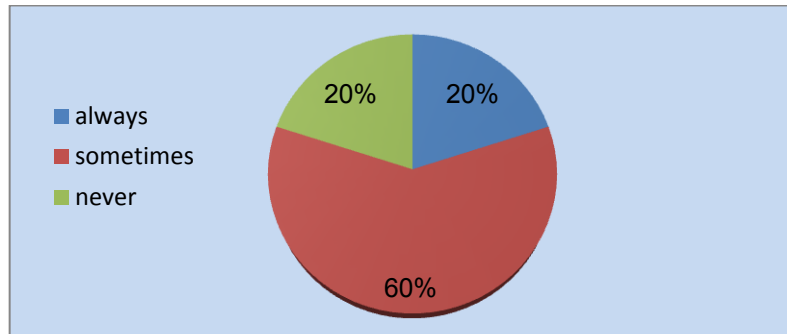
Table 3.15: Students' Satisfaction with their Learning and their Progress in English.

Questions	Options (%)			
	yes	Kind of	A little	Not at all
9. Are you satisfied with the English language teaching that you have received so far?	27%	52%	16%	5%
10. Are you happy with the progress you have made in English language skills?	38%	34%	17%	11%

The table above reflects what students think of the English language teaching they have received so far, and their feelings about the progress they have made in English language skills.

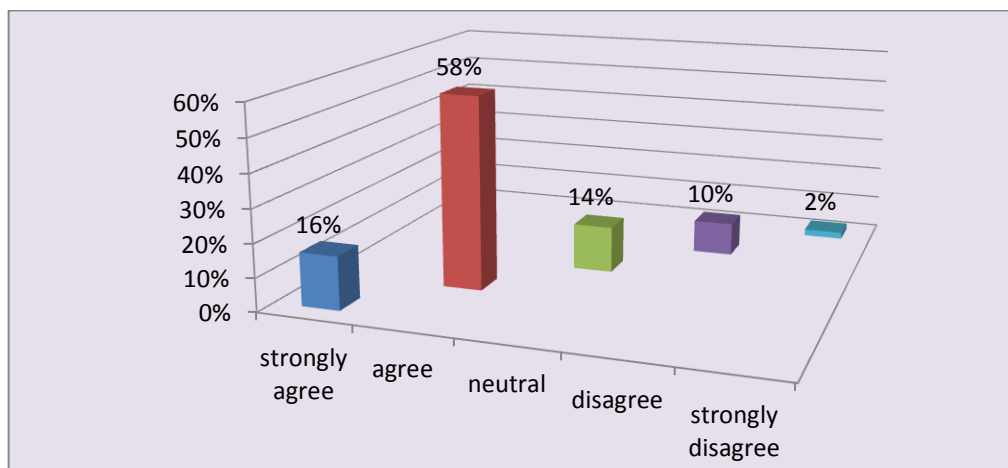
Concerning the English language teaching they have received so far, (27%) of students say they are satisfied and that they have very competent teachers, and they owe their progress to them. (52%) are kind of satisfied since their teachers do not just lecture, they also mentor and guide. (16%) are a little bit satisfied, while (5%) are not satisfied at all, claiming that they have been deceived with the teaching methods teachers use, and due to the difficulty of some modules.

When it comes to students' feelings towards the progress they have made in the English language skills, (38%) are happy, (34%) are kind of happy, (17%) are a little bit happy, while (11%) are not happy at all.

Question Eleven:**Figure 3.11:** Opportunities to Speak Given by Teachers.

In order to confirm that teachers give their students equal opportunities to speak inside the classroom, students have had to be asked to know what they have to say about that. (20%) have stated that their teachers always give them equal opportunities to speak inside the classroom. (20%) say they never do, but (60%) say they sometimes do.

Question Twelve: Do you think that the classroom provides a natural environment in which you can practice speaking?

**Figure 3.12:** Students' Thought about the Classroom.

This question has been made to know how students think about the classroom as a natural environment in which they can practice speaking. As the figure shows, (16%) of students

strongly agree, and (58%) just agree. However, (14%) are neutral, while (10%) disagree, and just (2%) strongly disagree.

Questions Thirteen, Fourteen, and Fifteen:

Table 3.16: Students' Attitudes towards Speaking.

Questions	Options (%)			
	Yes	Kind of	A little	Not at all
13. Do you feel motivated to practice your speaking skill?	37%	42%	15%	6%
14. Are you afraid of making mistakes when speaking?	35%	35%	18%	12%
15. Do you consider the others' opinion about you when speaking?	42%	34%	9%	15%

The table above reflects students' attitudes towards speaking. First, they have been asked if they feel motivated to practice the speaking skill, (37%) confirm they are, (42%) say kind of, (15%) say a little, while (6%) say not at all.

Second, they have been asked if they are afraid of making mistakes when speaking, (35%) confirm they are, (35%) are kind of afraid, 18% a little bit afraid, while (12%) say not at all.

Finally, they have been asked if they consider the others' opinion about them when speaking, (42%) do, (34%) say kind of, (9%) say a little, while (15%) say not at all. The findings stated in the table reflect the emotional factors that curb students' practice of the speaking skill.

Question Sixteen: When do you practice your speaking skills the most? You may choose more than one option

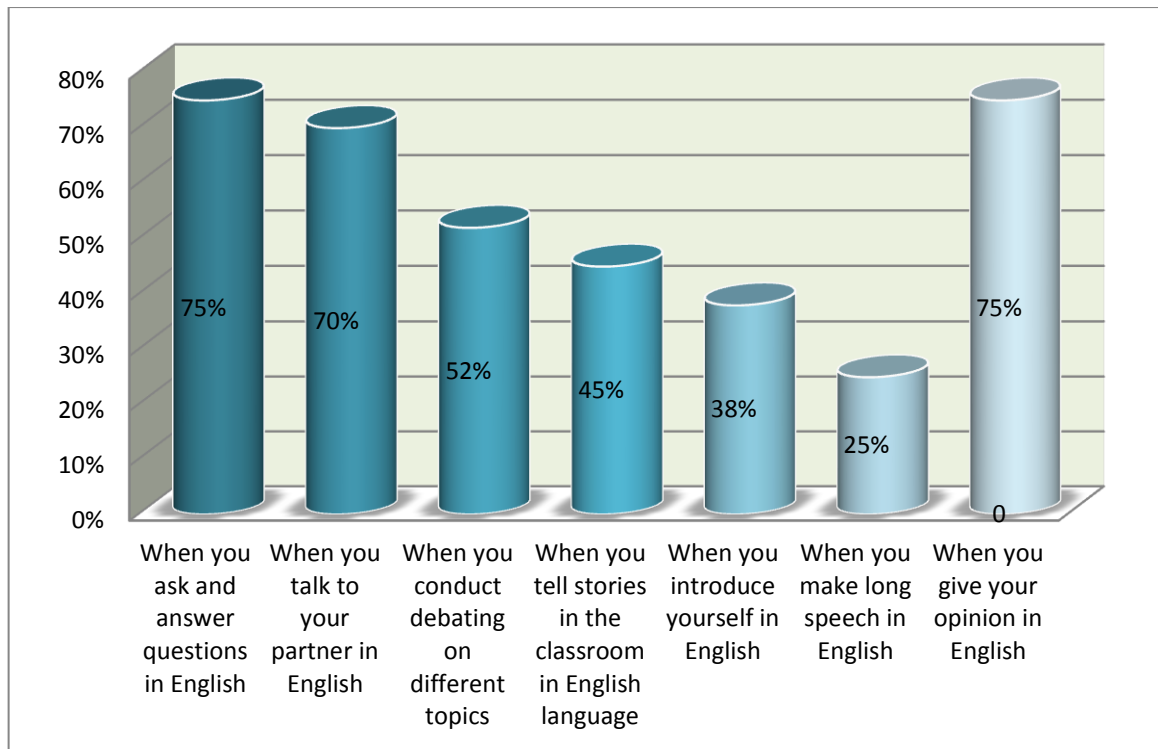


Figure 3.13: When Students Practice their Speaking Skill.

In order to know when students practice their speaking skill the most, they have been given seven options, and the freedom to choose as many options as they want. (75%) of students said they practice it when they ask and answer questions in English. (70%) have selected when they talk to their partners in English. (52%) say when they conduct debating on different topics. (45%) say when they tell stories in the classroom in English. (38%) say when they introduce themselves in English. (25%) say when they make long speeches in English, and (72%) add when they give their opinion in English. The collected data show that students are aware of the need to practice their speaking skill, and they know when to do it, according to the opportunities they get inside the classroom.

B. Euphemism and its relationship with the speaking skill:

Question Seventeen:

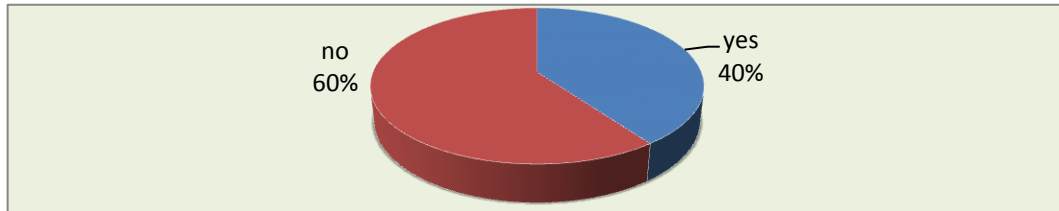


Figure 3.14: Students' Knowledge of Euphemism.

For the sake of knowing students' knowledge of euphemism, we asked them if they know what it is. Surprisingly, (60%) do not know what euphemism is and only (40%) do. The findings of this question show that the English curriculum in Algeria really needs a revision.

Question Eighteen, Nineteen and Twenty.

Table 3.17: Students' Understanding of Euphemism.

Questions	Options (%)			
	A	B	C	D
18. So, what are euphemisms?	80%	12%	0%	8%
19. Which of the following is a euphemism?	25%	10%	10%	55%
20. Why do we use euphemisms?	86%	10%	4%	0%

After having asked students if they know euphemism or not, they have been provided with the following definition of Fromkin and Rodman “a word or phrase that replaces a taboo word or serves to avoid frightening or unpleasant subjects” (1993, 304). , in case they do not know it. To confirm that they have understood what euphemism is, they have been given four options for each question to guess from them the definition of euphemism, euphemism and the use of euphemism.

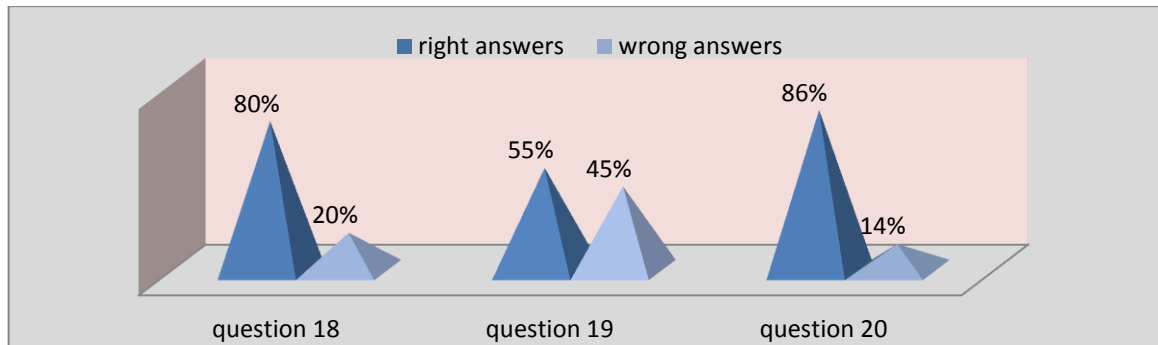


Figure 3.15: Students' Understanding of Euphemism.

After retrieving students' answers about their understanding of euphemism, which is demonstrated on the table above, this figure have been designed to make a division between right answers and wrong answers. First, (80%) have provided right answers and said that euphemisms are substituting a rude phrase with a polite phrase, while the remaining (20%) have given wrong answers. Second, (55%) of students have given right answers and said that all the options are euphemism, while (45%) have given incomplete answers. Finally, (86%) of students have given right answers and said that we use euphemism to soften harsh or unpleasant truths, while (14%) of them have provided wrong answers. The findings of these three questions show that students gained enough understanding of euphemism.

Questions Twenty One and Twenty Two:

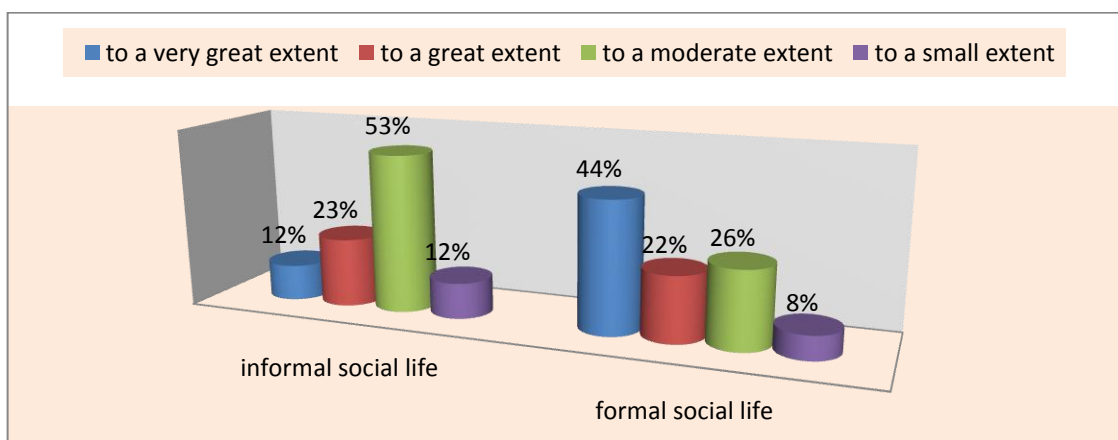


Figure 3.16: The Role of Euphemism in Students' Life.

To know the extent to which students use euphemism in their lives, they have been asked two questions. First, they have been asked to indicate the extent of their use of euphemism in informal social life, (12%) use it to a very great extent, (23%) to a great extent, (53%) to a moderate extent, while just (12%) use it to a small extent. Second, they have been asked to indicate the extent of their use of euphemism in formal social life, as the figure shows (44%) say to a very great extent, (22%) to a great extent, (26%) to a moderate extent, while just (8%) say to a small extent. Accordingly, we can say that students give much importance to euphemism when it is used in formal life, such as: academic life.

Questions (Twenty Three-Twenty Nine):

Table 3.18: Students' Attitudes towards Euphemism.

Questions	Options (%)				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
23. Do you think everyone must use euphemism in daily life?	26%	48%	20%	6%	0%
24. Do you think that euphemism could be regarded as a communicative tool?	22%	6%	14%	4%	0%
25. Do you think that using euphemism could enhance the speaking skill?	18%	54%	22%	6%	0%
26. Do you think that euphemism is a useful way of protecting feelings of the teacher and the students?	50%	36%	14%	0%	0%
27. Do you think that considering euphemism when speaking could lower	56%	25%	14%	5%	0%

the risk of having fights and conflicts and raise respect and concern inside the classroom?					
28. Do you think that excessive politeness suggests insincerity and evasiveness?	8%	48%	44%	0%	0%
29. Then, should euphemism be avoided in academic contexts?	10%	13%	20%	49%	8%

In order to know students' attitudes towards euphemism, they have been asked the questions cited above in the table. First, they have been asked if they think that everyone must use euphemism in their daily lives, (26%) strongly agree, (48%) recommend it, (6%) disagree, while (20%) are neutral. Second, they have been asked the core question of the present research, which is if they think that euphemism could be regarded as a communicative tool, (60%) agree, (22%) disagree, (4%) disagree, while (14%) are neutral.

Third, they have been asked if they think that using euphemism could enhance the speaking skill, (54%) agree, (18%) strongly agree, (6%) disagree, while (22%) are neutral. Forth, they have been asked if they think that euphemism is a useful way of protecting feelings of the teacher and the students. (36%) agree, (50%) strongly agree, while (14%) are neutral, which reassures the importance of euphemism. Fifth, they have been asked if they think that considering euphemism when speaking could lower the risk of having fights and conflicts and raise respect and concern inside the classroom. (56%) strongly agree, (25%) agree, (5%) disagree, while (14%) are neutral.

Sixth, students have been asked if they think that excessive politeness suggests insincerity and evasiveness, (8%) strongly agree, (48%) agree, while (44%) are neutral. Seventh, they

have been asked if they think that euphemism should be avoided in academic contexts, (49%) disagree, (8%) strongly disagree, (13%) agree, (10%) strongly disagree, while (20%) are neutral.

3.3. Findings Summary and Recommendations:

Considering the effective role of euphemism in enhancing EFL learners speaking skill, we propose the following findings and recommendations:

3.3.1. Findings:

- Through the analysis of the data, we realized that euphemism is an important concept that plays an important role in developing the students' speaking proficiency.
- The research reveals that euphemism is more like socio-linguistic instrument which plays a vital role in raising empathy towards the others and preserving face social relationships.
- This research reveals that third year students face a lot of difficulties in the speaking skill, these problems emerged from the lack of practice and because they neglect so many language aspects, one of which is euphemism.
- Teachers are totally aware of euphemism's influence to develop the speaking skill and other language aspects for that they use it as a technique to increase the students' level in communicating
- Nearly all the teachers claim that most of the students are unable to speak in a good way, because they do not work on their speaking competence.
- Most of teachers think that learners already practiced euphemism in so many different contexts, while they were attempting to diversify their vocabulary and expressions to have control over their speech.

- Students suggested the Algerian society where euphemism should be widely adopted and implemented, simply because our language is quite harsh.
- Teachers confirmed that euphemism is one linguistic phenomenon that is ignored in general and in academic contexts in particular.

3.3.2. Recommendations:

- Students must be aware of the relationship between speaking and euphemism as a linguistic tool and how they complete each other.
- Students need to take responsibility in their learning and explore different strategies and techniques to improve their level in speaking without relying solely on the teacher.
- Teachers should use some techniques and strategies to facilitate the task of learning the speaking skill; and they must be aware of the importance of those strategies and their impact on the students' achievement.
- Teachers need to make use of speaking materials and activities which will arouse learners' motivation and develop their speaking skill, taking into consideration their level.
- Teachers must know how to motivate their learners by giving them appropriate instructions and encourage them to practice and overcome their fears.
- Teachers need to introduce euphemism as an effective communicative tool which raises empathy between students and teachers alike and train them when it is required to practice politeness.
- Teachers and students should know when to use euphemism to a certain extent to avoid insincerity and confusion.

- Both teachers and learners must work their practice of euphemism and improve their knowledge as far as euphemism is concerned, because euphemism is more than just a way to enhance the speaking skill, it preserves feelings and raises concern among people.

Conclusion:

Taking into consideration the responses of both teachers and students to both questionnaires, the hypothesis of this research is well-proved. Teachers and students alike think that euphemism is a communicative tool that could enhance the speaking skill of EFL learners.

From the analysis of these questionnaires, we have found that all students face serious problems and obstacles that hinder their speaking development and affect their performance, like psychological factors, such as: anxiety, audience phobia, fear of committing mistakes, fear of judgment..etc. the latter makes students in a continuous search for finding ways to improve their speaking skill and speech performance in a variety of speech situations. The responses they have provided us with show that students are aware of the importance of the speaking skill and that they favor it over the rest of the skills of the language, which renders them motivated to improve it.

Similarly, teachers' responses show that they are aware of their students' weaknesses and their precious role in improving their learners' speaking skill. Teachers confirm that they attempt to provide their students with a maximum amount of practices that target their students' speaking weaknesses, such as: pronunciation, fluency, grammar, accuracy, speech organization..etc. in addition, they confirm that one way to enhance students' speaking skill is through the use of euphemism in a variety of contexts.

General Conclusion:

It has been claimed in the present study that euphemism is intrinsically linked to politeness and face concerns. As a matter of fact, euphemism reinforces the notion of politeness in discourse as a socio-linguistic phenomenon and serves as an instrument of contribution to save the face of the participants in a conversation, especially by mitigating potentially conflictive directive speech acts. Hence, euphemism plays a crucial role in politeness and face management strategies. As face is vulnerable in verbal exchanges, participants seek to avoid threat to face by resorting to the use of euphemism.

Speakers have to possess a strong speaking skill which allows them to filter their speech, mask their hard feelings and make the right selection of words according to the speaking situation. Notably, when speaking about a variety of topics, such as: taboo issues such as death, sex, body parts, relations, addictions and bodily functions. It can be clearly stated, from what has been described in the present study, that EFL learners and teachers always manipulate language in order to avoid being harsh and direct, whether consciously or unconsciously. Taking others' feelings and emotions into consideration is an important aspect when communication takes place.

In the light of this study, the consideration of euphemism as a linguistic phenomenon and a tool of enhancing the speaking skill requires significant reconsideration, especially in teaching. Indeed, euphemism has been treated as a social conservative tool, which has led to view this phenomenon as a part of the notion of politeness in communication and as a social safeguard which preserves interpersonal relationships. Likewise, the use of euphemism has been said to play a crucial role in both dimensions of face, acting as a preserver of the public self-image and autonomy of the participants in communication.

At last, euphemism, politeness and face are undoubtedly interrelated discursive phenomena. As Allan and Burridge (1991: 7) maintain, “Generally speaking, the greater the oncoming face-affront, the greater is the politeness shown, and the greater is the degree of euphemism required”. Euphemism stands out, in this sense, as a basic linguistic tool in politeness and face-saving strategies, which proves that only a skilled speaker can manipulate language to serve personal or social purposes.

1. Pedagogical Implications:

Euphemism is an effective linguistic tool in people’s communication and the creation of a harmonious relationship with others. The present research implies that euphemism plays an important role in people’s daily communication. By using euphemism in certain occasions, people can avoid using direct expressions which harm other people and can save others’ faces or protect their self-esteem.

EFL learners face many problems in all language skills: listening, speaking, reading and writing. The great number of erroneous utterances that EFL learners produce in their oral performances, indicates how important the pedagogic problem is. Therefore, it is indeed very important that the concerned teachers should provide the target learners with the needed equipment based on communicative strategies and motivate them to adopt euphemism in their communication for maximum results.

2. Limitations of the study:

Ultimately, the present study suffers from a number of limitations. Firstly, the small number of participants may have affected the results of the study, and since it has been done at the level of the English department of Guelma university, the results of the study cannot be generalized, they are only valid for the respective university. Secondly, it might be assumed that some of the students were not entirely truthful in their opinions and thoughts. To increase

the credibility, it would have been beneficial to use the interview with learners to obtain more accurate feedback. Thirdly, time limitation was a real concern in this research; longer time would have resulted in more accurate data. Additionally, there were a lack of online references and no documents related to euphemism as a linguistic tool at the level of libraries which was a huge obstacle for the research procedure. It remains for future researchers to discover whether the findings of this study may be generalized to other universities or, probably, investigate the use of euphemism from different angles and perspectives e.g. euphemism as a culture-specific communicative tool.

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Appendices:

Appendix One:

Teacher's Questionnaire

Dear Teacher,

The purpose of this questionnaire is for a master's dissertation. The latter investigates the use of euphemism in enhancing the speaking skill of EFL learners.

Please, kindly fill in this questionnaire by ticking the space you select for each item. Your cooperation in this regard will be highly appreciated. Thank you in advance.

Section 01:

Personal Background and General Information:

1. Subject taught:.....

2. Years of teaching the current subject:.....

3. Did you teach third year students?

Yes No Currently teaching them

4. What do you think about their general level in English? Is it.....

Very strong Strong Moderate Weak Very Weak

5. What do you think about their level in speaking? Is it.....

Very strong Strong Moderate Weak Very Weak

6. Do you think they know what euphemism is?

Yes No Maybe Not Sure

7. Do you think they practice it without labeling it?

A. Yes No Maybe Not Sure

B. If yes, explain how.....

.....
.....

8. Are your students motivated to learn speaking more than the other skills of the language?

A. Yes No Not really

B. If no, specify the skills.....

Please, if you have any note about any question in this section, feel free to cite the number of the question and then write your comment. Thank you!.....

Section 02:

Speaking skill evaluation:

9. Do you think you are good at performing/practicing all your speaking skills?

A. In formal context: yes no a little not really

B. In informal context: yes no a little not really

10. To what extent do you speak English inside your classroom?

To a very great extent (90%) To a great extent (70%)

To a moderate extent (50%) To a small extent (20%)

If you want, specify your percentage.....

11. What do you focus on most when you teach your students speaking?

Vocabulary Grammar pronunciation fluency All

Other please cite it.....

12. In what form do you let your students speak in the classroom?

Presentations Classroom Discussions Peer Work leisure activities

Other please cite it.....

13. On what criteria do you evaluate your students' speaking skill?

A. Vocabulary Grammar pronunciation fluency
 comprehension Interaction General Performance All

B. Other please cite it.....

14. What type of assessment do you follow in your class?

A. Standardized assessment Non-standardized assessment

B. Please, explain your choice.....

15. Do you make use of any pre-sources to teach speaking?

Yes No

If yes, please cite your sources.....

.....

16. To what extent do you think your method in teaching speaking work for all your students?

100% 70% 50% 30%

If you want, specify your percentage.....

17. Do you think that there is a relationship between the teaching method and learning outcomes?

Strongly agree Agree Neutral disagree Strongly disagree

18. Do you make sure you give all your students an opportunity to speak English regardless of their level?

Always Very Often Often Sometimes Never

19. Which approach do you follow in the class? You may choose more than one option

Communicative approach Audio- lingual method

Direct approach Eclectic approach

Another, mention it please.

20. What do you do concerning the students' mistakes?

a) I correct them b) I over correct them c) I do not correct them

21. Do you think that there is a need for reform in English Language teaching in Algeria?

Strongly agree Agree Neutral disagree Strongly disagree

SECTION 3:**Euphemism and its relationship with the speaking skill:****22. How often do you use euphemism when talking to your students?**

Always Very Often Often Sometimes Never

23. How often do you use euphemism in the subjects you teach?

Always Very Often Often Sometimes Never

24. To what extent do you use euphemism in your informal social life?100% 80% 60% 40% 20%

If you want, specify your percentage.....

25. To what extent do you use euphemism in your formal social life?100% 80% 60% 40% 20%

If you want, specify your percentage.....

26. Do you think everyone must use euphemism in daily life?Strongly agree Agree Neutral disagree Strongly disagree **27. Do you think that euphemism could be regarded as a communicative tool?**Strongly agree Agree Neutral disagree Strongly disagree **28. Do you think that imposing euphemism on learners could enhance their speaking skill?**Strongly agree Agree Neutral disagree Strongly disagree **29. Do you think that it should be taught early in the first year?**Strongly agree Agree Neutral disagree Strongly disagree **30. Do you think that euphemism is a useful way of protecting feelings of the teacher and the students?**Strongly agree Agree Neutral disagree Strongly disagree **31. Do you think that considering euphemism when speaking could lower the risk of having fights and conflicts inside the classroom?**Strongly agree Agree Neutral disagree Strongly disagree **32. Do you think that euphemism is very advantageous in showing respect and concern?**Strongly agree Agree Neutral disagree Strongly disagree **33. Do you think that excessive politeness suggests insincerity and evasiveness?**Strongly agree Agree Neutral disagree Strongly disagree **34. Then, should euphemism be avoided in academic contexts?**Strongly agree Agree Neutral disagree Strongly disagree

Please, justify your answer.....

35. When is euphemism most required?

- 1. Talking about sensitive topics like, death and relations
- 2. Avoiding insults and unpleasant meanings
- 3. Talking about religion and religious topics
- 4. Avoiding taboo
- 5. Always required

If other situations, please cite them.....

Thank you for your collaboration!

If you have any further additions, suggestions, recommendations or comments, feel free to state them. Your opinion is highly important!.....

.....

Thank you once again!

Appendix Two:**Students' Questionnaire**

Dear 3rd year students,

The purpose of this questionnaire is for a master's dissertation. The latter investigates the use of euphemism in enhancing the speaking skill of EFL learners.

Please, kindly fill in this questionnaire by ticking the space you select for each item. Your cooperation in this regard will be highly appreciated. Thank you in advance.

Section 01:**Personal information:**

1. Gender: Male Female

2. Age:.....

3. Are you satisfied with your English level?

Yes kind of a little not at all

4. Do you think you are well-equipped and qualified to be a teacher?

Yes No

Please, justify your answer.....

.....

Section 02:**Speaking skill evaluation:**

5. How do you evaluate yourself as an EFL speaker?

Very Competent Competent Moderately competent Not Competent

6. To what extent do you speak English inside the classroom?

To a very great extent To a great extent

To a moderate extent To a small extent

If you want, you can give a percentage.....

7. To what extent do you communicate in English in your daily life?

To a very great extent To a great extent

To a moderate extent To a small extent

If you want you can give a percentage.....

8. Do you think that speaking is more important than the other skills of the language?

Strongly agree Agree Neutral disagree Strongly disagree

Please, justify your answer.....

.....

9. Are you satisfied with the English language teaching that you have received so far?

Yes kind of a little not at all

Please, justify your answer.....

.....

10. Are you happy with the progress you have made in English language skills?

Yes kind of a little not at all

11. Does your teacher give equal opportunities to all the students to speak inside the classroom?

Always sometimes never

12. Do you think that the classroom provides a natural environment in which you can practice speaking?

Strongly agree Agree Neutral disagree Strongly disagree

13. Do you feel motivated to practice your speaking skill?

Yes kind of a little not at all

14. Are you afraid of making mistakes when speaking?

Yes kind of a little not at all

15. Do you consider the others' opinion about you when speaking?

Yes kind of a little not at all

16. When do you practice your speaking skills the most? You may choose more than one option

When you ask and answer questions in English

When you talk to your partner in English

When you conduct debating on different topics

When you tell stories in the classroom in English language

When you introduce yourself in English

When you make long speech in English

When you give your opinion in English

If other, please specify.....

.....

SECTION 3:

Euphemism and its relationship with the speaking skill:

17. Do you know what euphemism is?

Yes No

If you don't, Fromkin and Rodman define a euphemism as "a word or phrase that replaces a taboo word or serves to avoid frightening or unpleasant subjects" (1993, 304).

18. So, what are euphemisms?

- A. substituting a rude phrase with a polite phrase
- B. substituting a polite phrase with a rude phrase
- C. substituting a vague phrase with a specific phrase
- D. a confusing tongue-twisters

19. Which of the following is a euphemism?

- A. an early retirement opportunity (for being fired)
- B. having temporary negative growth (for losing money)
- C. a pre-owned vehicle (for a used vehicle)
- D. all of the above

20. Why do we use euphemisms?

- A. to soften harsh or unpleasant truths
- B. for more vivid prose
- C. for entertainment and laughs
- D. both b and c

21. To what extent does euphemism play a role in your informal social life?

- | | |
|---|--|
| To a very great extent <input type="checkbox"/> | To a great extent <input type="checkbox"/> |
| To a moderate extent <input type="checkbox"/> | To a small extent <input type="checkbox"/> |

22. To what extent does euphemism play a role in your formal social life (e.g classroom)?

- | | |
|---|--|
| To a very great extent <input type="checkbox"/> | To a great extent <input type="checkbox"/> |
|---|--|

To a moderate extent To a small extent

23. Do you think everyone must use euphemism in daily life?

Strongly agree Agree Neutral disagree Strongly disagree

24. Do you think that euphemism could be regarded as a communicative tool?

Strongly agree Agree Neutral disagree Strongly disagree

25. Do you think that using euphemism could enhance the speaking skill?

Strongly agree Agree Neutral disagree Strongly disagree

26. Do you think that euphemism is a useful way of protecting feelings of the teacher and the students?

Strongly agree Agree Neutral disagree Strongly disagree

27. Do you think that considering euphemism when speaking could lower the risk of having fights and conflicts and raise respect and concern inside the classroom?

Strongly agree Agree Neutral disagree Strongly disagree

28. Do you think that excessive politeness suggests insincerity and evasiveness?

Strongly agree Agree Neutral disagree Strongly disagree

29. Then, should euphemism be avoided in academic contexts?

Strongly agree Agree Neutral disagree Strongly disagree

Please, justify your answer.....

.....

If you have anything to add, please feel free to comment.....

.....

.....

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION!

ملخص الدراسة

تبحث هذه الدراسة في استخدام التهذيب اللفظي في تعزيز مهارة التحدث وإدخال تعبير ملطف من منظور اجتماعي – لغوي فيما يتعلق بمهارة التحدث. وهو يركز على كيفية استخدام التهذيب اللفظي لتجنب الحديث المباشر في بعض المواقف من خلال تعزيز المداراة لتجنب أعمال تهديد الوجه. الغرض كله من الدراسة هو معرفة كيفية استخدام تعبير ملطف لتعزيز مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى تسليط الضوء على استعمالات التهذيب اللفظي فيما يتعلق بنظرية الوجه (Goffmann 1967) في إطار منظور اللطف اللغوي (Brown and Levinson 1987). من هذا المنظور يُفهم التعبير اللغوي كأداة استطرادية قوية تُستخدم لتعزيز مهارة التحدث والحفاظ على الصورة الذاتية العامة للمشاركين في التبادلات التواصلية، وبالتالي تسهيل العلاقات الشخصية المتناغمة.

الكلمات المفتاحية : التهذيب اللغوي, مهارة التحدث, المداراة, افعال تهديد الوجه, نظرية الوجه.