The Effect of Euphemism as Teaching Expressions on EFL University Students' Performance in Producing Vocabulary

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KEYWORDS	ABSTRACT
Euphemism, Effect, Teaching Expressions, Vocabulary, Producing Vocabulary	Neglecting vocabulary hampers academic success as students struggle with comprehension, expression, and participation, impacting their university and future achievements. This study aims at Finding out the effect of Euphemism as teaching expressions on students' performance in vocabulary repertoire; Finding out the effect of Euphemism as teaching expressions on students' performance in producing vocabulary.A sample consists of 100 fourth year university students from Tikrit university. A sample has been randomly selected and divided into two equal groups, i.e., experimental and control groups. They have been equalized in age, gender, pretest, parents' academic attainment, and their previous year scores in novel. The two groups have been taught the same instructional material for twelve weeks. An achievement vocabulary posttest has been constructed, validated, its reliability obtained, its items analyzed, and then applied to the two groups of students at the end of the instructional period of the current study. The obtained results are as follows: There is statistically significant difference between the experimental and control groups in vocabulary repertoire and in favor of the experimental group;there is statistically significant difference between experimental and control groups in production of vocabulary and in favor of the latter.

1. Introduction

Statement of the Problem

Vocabulary knowledge is central to communicative competence and to the acquisition of a second language (Schmitt,2008). Teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). It is almost impossible to learn a language without words; even communication between students is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Many teachers tend to stress teaching mostly on grammatical rules. In other sides, they teach students a specific topic without giving clear explanation about the techniques or methods on how to recognize the meaning of words rather than on vocabulary in detail. The teaching of English vocabulary may often be neglected in the teaching-learning processes. For this reason, Meara (1980) as cited by Lawson (1996) comments that vocabulary is considered as neglected aspect of language learning that has not significantly changed today.

Allen (1983) reveals that many teachers assume that vocabulary can be developed in teaching learning processes. However, the students in reality encounter the problems to find out the meaning of words. If these problems still exist, he adds that there are two factors that will affect the failure of the students in understanding the meaning of words. Those are (1) they do not have any skill in comprehending the meaning of words, and (2) they do not have enough the basic competency to translate both a word and a sentence in a text. Wilkin (1974) suggests that "without grammar, very little can be conveyed but without vocabulary nothing can be conveyed".

In short, it is important to give students equal attention to vocabulary teaching alongside other language components like grammar, pronunciation, and spelling. To address these issues, English teachers must offer practical vocabulary teaching techniques so that students can independently enhance their word acquisition skills.The challenge of succeeding in English language teaching globally remains a key concern Mahmud (2019).

In order to promote effective communication, teachers and students should prioritize using polite

language, focusing not just on content but also on expressing ideas respectfully, as suggested by Mahmud (2019). Based on the paragraph above, the current study deals with using euphemism as teaching expressions to raise students' vocabulary.

1.2 Aims of the Study

The present study aims at investigating the effect of Euphemism as teaching expressions on EFL university students' vocabulary repertoire through:

1 .Finding out the effect of Euphemism as teaching expressions on students' performance in vocabulary repertoire.

2. Finding out the effect of Euphemism as teaching expressions on students' performance in producing vocabulary.

1.3 Hypotheses of The Study

The hypotheses of the current study are as follows:

1 .There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who have been taught by using Euphemisms and the average scores of the control group students who have been taught by using the (conventional) method in vocabulary repertoire.

2. There is no statistically significant difference at the level (0.05) between the average grades of the students in the experimental group who have been taught by using Euphemisms and the average scores of the control group students who have been taught by using the (conventional) method in producing vocabulary.

1.4 Value of the Study

The value of this study will be itemized as follows:

1. Euphemistic expressions could be valuable and useful for EFL university students because these expressions will raise their knowledge especially in vocabulary.

2. This study gives information to the teachers about the significant role of using Euphemism expression in encouraging students to practice their language and overcome their fears, raising the respect within the class, adding fun to our classroom environment, and increasing students' interaction.

3. This study provides the readers with instructional concerning Euphemism as teaching expressions.

4.   This study informs curriculum design by providing evidence about the effect of Euphemism as teaching expressions in raising students' vocabulary repertoire.

1.5 Limits of the Study

The current study is limited to :

1. Fourth year university students enrolled in the Department of English at the College of Education for Humanities, in the city of Tikrit - Salah El-Deen Governorate.

2. George Orwell's Animal Farm Novel in1945. The study is conducted during the academic year 2023-2024.

3.An achievement vocabulary test is used to measure university students' performance in vocabulary repertoire, distinguishing vocabulary and producing vocabulary.

1.6 Definitions of Basic Terms

The basic terms of the current study can be defined as follows:

1.6.1 Effect

It refers to a change that is caused in a person or a thing by another person or thing (Collins, 1987).

Nair &Bindu (2016) point out that the effect is the change that results when something happens such as an event, situation, or situation resulting from a particular cause.

It is the treatment or the effect of an experimental factor under controlled condition on the control variable (Good, 1973).

The operational definition: Effect means the influence of Euphemism as teaching expressions on the performance of the fourth year university students in vocabulary.

1.6.2 Euphemism

Is a universal phenomenon which is used to show politeness, ease communication, and coordinate personal relationships. It is basically used to avoid a "taboo" and express "politeness" (Huang, 2005).

Leech (1981) Euphemism as the practice of referring to something offensive or delicate in terms that make it sound more pleasant.

Hornby (2005) Euphemisms are phrases or statements that allude to an inappropriate, unpleasant, or humiliating situation in order to make it appear more acceptable.

The operational definition : Euphemism as teaching expressions are phrases or terms employed by educators to positively influence students' behavior, confidence, or performance without using direct or potentially discouraging language. Using euphemism as teaching expressions aims to raise university students' vocabulary repertoire.

1.6.3 Vocabulary

Hornby (1995) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings.

Richards & Renandya (2002) define vocabulary as a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary can be defined as words we must know to communicate effectively (Neuman & Dwyer, 2009), which means that vocabulary should be considered as more than a set of single word units (Schmitt, 2008).

The operational definition : Vocabulary refers to the set of words and terms that a person knows and understands through his/her academic life, including their meanings, pronunciations, and usage in language. It encompasses the lexicon or word bank available to an individual for communication and comprehension.

1.7 Plan of the Study

The steps bellow are going to be followed :

1.Selecting a sample from fourth year university students at Tikrit university.

2.Divide the selected sample into two equal groups namely, experimental group and control group.

3. Establishing a balance in age, gender, pretest, parents' educational attainment and previous year scores 2022-2023.

4.Teaching the experimental group of students with (euphemism as teaching expressions) and the control group with traditional way for twelve weeks .

5.Both experimental and control groups will be subjected to pretest and posttest to find out the role of the independent variable on students' performance in vocabulary repertoire .

6.Constructing a vocabulary posttest and estimate validity, reliability, discrimination power, and

difficulty level of the posttest items.

7.Subjecting the two groups of students to vocabulary posttest .

8.Collecting the required data and analyzing it statistically.

9.Obtaining results and stating conclusions, recommendations and suggestions for further studies.

Section Two: Theoretical Background

2.1 Theoretical Background

The two variables of this study are illustrated and discussed in this section.

2.1.1 Concept of Euphemism

Euphemism is Greek in origin. It means "to speak fair", the word euphemism was first put forward by 'George Blunt' in 1580s, it is derived from Greek 'eu' means 'good' and 'phemi' means 'speech' which means "good omen or good speech". Definitions of euphemism are not difficult to find in authentic sources, so euphemism simply means the use of words and expressions to soften the reality of what is being talked about (Holder, 2008).

Euphemisms often involve using more sophisticated or formal language to convey meaning indirectly(Allan & Burridge,1991). Euphemisms introduce students to a wide range of vocabulary words and expressions that are used to convey sensitive or delicate topics in a more socially acceptable manner, by encountering euphemisms in educational contexts, students are exposed to alternative vocabulary choices and linguistic strategies for communicating effectively (Allan & Burridge, 2006). Aik and Hui (2009) state that euphemism as a pleasant expression for something that is not pleasant.

Through the views of linguists that mention above about concept of euphemism, the researcher has thought to use euphemism as teaching expression in university classes simply because cheerful expressions in the classroom refer to using positive, uplifting, encouraging words and tones when interacting with students, it creates a supportive and motivating atmosphere that fosters learning and engagement (Hattie, J., & Zierer, K., 2018).

2.1.1.2 Euphemisms as an Educational Tool

The issue of achieving success in English language teaching remains a significant concern within the education system worldwide. In order to foster effective communication and ensure clarity of ideas, both teachers and students should place greater emphasis on using appropriate and polite language to convey their thoughts. In the classroom, the focus should not only be on the information being discussed, but also on the manner in which ideas are expressed, using strategies that maintain politeness or avoid offensive language (Mahmud, 2019).

According to Cornog (2010) Euphemism is the use of polite or inoffensive expressions as substitutes for potentially offensive or unpleasant ones. (Guo Oi , 2010) notes that people often resort to not fully stating something in order to preserve politeness or pleasantness. For instance, instead of saying someone is ugly, individuals may say they are plain. Similarly, when referring to children with below-average intelligence, phrases such as "a bit slow for his age," "less able," or "underachiever" are used.

To ensure the psychological well-being and resilience of students, teachers should provide them with honest feedback. Achieving this balance requires the use of euphemistic expressions to soften the impact of negative feedback. According to (Jdetawy, 2019) some euphemistic expressions are employed to avoid causing offense to minority groups or individuals facing unfortunate circumstances. For instance, students with significant learning difficulties may be referred to as "intellectually-challenged" or "differently-abled." Instead of using the word "killed," the euphemistic expression "fatally wounded" may be used. Similarly, the term "curvy" can be used as a euphemism for describing someone as overweight, students are more concerned about how teachers express themselves rather than what they say (Jdetawy, 2019).

This situation requires teachers to employ more skillful speech tactics to address issues. When a student consistently tells lies, instead of directly stating "you are lying," the teacher might say, "You have difficulty in distinguishing between imaginary and factual information." Euphemism proves to be a skillful and gentle tactic for providing feedback or suggestions to students, allowing their self-esteem to be preserved while achieving positive teaching outcomes (Shuang & Ning, 2016).

2.1.1.3 Teacher's Role in Using Euphemism as Teaching Expressions

According to Marzano, R. J. (2007)Teachers play a crucial role in fostering a positive and supportive learning environment through the use of encouraging words in the classroom. The following points show teacher's role:

1.Motivator and Cheerleader: The teacher serves as a motivator by using positive and encouraging language to uplift students' spirits and boost their confidence. By offering words of praise, support, and encouragement, the teacher creates a supportive academic setting that inspires students to engage actively in the learning process (Wentzel, 2009).

2.Language Model and Vocabulary Demonstrator: Through the use of rich and varied vocabulary in their interactions with students, the teacher models sophisticated language use and exposes students to new words and expressions in context (Gebhard & Oprandy, 1999). By incorporating uplifting and empowering words into their speech, the teacher not only reinforces positive behavior but also expands students' vocabulary repertoire.

3.Creating a Positive Learning Environment: The teacher sets the tone for the classroom by using euphemism language. This fosters a positive and supportive atmosphere where students feel valued and motivated to participate actively in learning (Marzano, 2007). During a writing workshop, a teacher provides feedback on a student's draft by saying, "You're on the right track, but let's consider some alternative approaches to strengthen your argument". This euphemistic approach encourages the student to revise their work without feeling discouraged by criticism.

4.Fostering Positive Relationships: The use of euphemisms builds rapport and strengthens the teacher-student relationship. By expressing genuine enthusiasm and support for students' efforts and achievements, the teacher creates a sense of trust and camaraderie in the classroom (Wentzel, 2009).

5.Building Confidence and Self-Efficacy: Through the use of encouraging expressions such as "You can do it!" or "Great effort!", the teacher helps students develop confidence in their abilities and belief in their potential for success (Bandura, 1997). This positive reinforcement boosts students' self-efficacy and encourages them to persist in the face of challenges.

6.The Teacher as Facilitator: The directive role is as facilitating the process of learning, making learning easier for students, helping them to clear sophisticated tasks and to negotiate ambiguous scientific field (Brown, 1998).

2.1.2 Vocabulary

2.1.2.1 Concept of Vocabulary

According to (Majeed, 2021) Vocabulary is one of the essential things to be mastered in language learning and it is a crucial factor in studying a foreign language. Richard (2002) vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write. Hornby (1995) also stated that "vocabulary is the total numbers of words in language or all the words known to a person or used in particular book, subject and a list of words with their meaning, especially one that accompanies a textbook". These definitions illustrate that vocabulary is the basic or the first element that should be master in learning language, especially English and then its follow by other component in English.Thus the teachers can create a positive learning environment to expand students' vocabulary. Vocabulary is a set of lexemes, including single words, compound words and idioms(Longman, 2010).

2.1.2.2 Parts of Vocabulary

Vocabulary comes into two major parts:

A. **Receptive Vocabulary**: is known and understood the meaning by pupils when reading a text or listening to the text, here, pupils know and recognize the meaning of words that caused them to understand the text they have read but not used to speak, and write. Teaching the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word in a sentence, but just ask the pupils to spell and pronounce (Nagy& Herman, 1987).

B. **Productive Vocabulary**: is a set of words that the learners understand and can pronounce correctly and use constructively in speaking and writing. The words are that well-known, familiar and used frequently. Also, it is defined as individual's vocabulary which is defined by the words that he or she regularly uses as opposed to those that he or she can understand when there are used by others, also called active vocabulary ; working vocabulary (Hatch &Brown, 1995). In fact, students can use these words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active word because pupils or learners can generate words to express their thoughts and feelings which understood by others.

2.1.2.3 Techniques in Teaching Vocabulary

Reed (2010) explains the technique of presenting vocabulary into two major points with its branches:

1.**Techniques in presenting word meaning**. According to Reed (2010), there are some techniques in presenting word meaning. They are translation, real object or phenomena, meaning definition, presentation through context and learners active involvement.

a) Translation, even though translation does not create a need or motivation of the learners to think about word meaning. In some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors .

b) Real objects or phenomena, this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual technique can act as cues for remembering words and the use of real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

c) Meaning definition, it includes: full definition, analytical definition, giving examples, and synonyms or antonyms. Presented by meaning definition, students may be more cognitively engaged because they do mental work a little harder to understand a word meaning. In employing definition, Reed (2010) suggests that teachers need to show the meaning in simple English, using words that are within the students' current range.

d) Presentation through context , this technique is appropriate to employ when the vocabularies become more abstract. There are two types of this technique: giving an example situation and giving example sentences. Presented by this technique, learners work a mental process of guessing from examples, can memorize the word better and have the information about word's form and grammar.

e) Learners' active involvement, employing this technique, the teacher encourages the students to find out word's meaning by elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding. This technique includes personalization, which is using the word by learners in a context or sentence that is related to their life.

2) **Techniques in presenting word forms**. According to Reed (2010), a) Presentation of the graphic form, this technique is employed when presenting the written form of vocabulary item, such as by writing the words on the board, underlining or highlighting the words on the text, and creating flashcards which consist of the words(word flashcards).

b) Phonetic transcription is by highlighting word form by writing its phonetic transcription. This technique is less necessary for young learners since they are still consolidating their writing skills and generally good at imitating foreign sounds.

c) Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. Drilling is very necessary since learners need to say the word to themselves as they learn it, to recall the words from memory.

d) Spelling the word is another technique that can be used in presenting word form is spelling the word. Reed (2010) explains that the primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling form of English words is not always be inferred by the pronunciation conducting the research.

Reed (2010) emphasizes the importance of nonverbal communication, such as maintaining eye contact, and paying attention to body language. These nonverbal cues can enhance the overall effectiveness of communication by conveying emotions, attitudes, and intentions. Overall, employing these techniques make the learning enjoyable and memorable especially if the teacher uses euphemism as teaching expressions.

Section Three: Methodology

3.1 Research Design

The research design sets the procedure for the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Boru,2018). The design of this research is quantitative research. As the current study aims to know the effect of euphemism as teaching expression for EFL university students' in Producing Vocabulary

3.1.1 Experimental Design

Experimental design means a set of procedures to investigate a relationship between variables, and we design experimental to establish the effect of an independent variable has on a dependent variable. Van (1962) argues that the selection of appropriate design for testing the deduced consequences of the hypothesis is important for administering a study. The main aim of an experimental design is to create a causal link between the independent and dependent variables. The independent variable "Euphemism expressions" is administered to the experimental group , while the traditional method is given to the control group, then the researcher analyzed both groups' test results on the dependent variables to see if there is any significant differences. In short, the experimental design of this study is entitled the group posttest only, "Quasi experimental posttest design" which includes the following points:

1- Selecting two groups of students randomly and splitting them equally to experimental and control groups.

2- The two research groups are taught in two different ways by using the same instructional material.

3- Administrating the independent variable (Euphemism as Teaching Expression) only to the experimental group.

4- Using "Euphemism expressions" in teaching the experimental group, while using the academic method in teaching the control group.

5- Constructing a posttest to the two involved groups of students.

6- Using statistical tools in order to analyze the collected data and obtain the final results.

3.2 The population and the Sample of the Current Study

According to Richards and Schmitt (2010) the population refers to any set of items, individuals, etc., that share some common and observable characteristics, and from which a sample can be taken. A

population refers to all of specified groups of objects usually person (Lehman & Mehrens,1971). Sample as "a set of individuals who share the features of population" (Bluman, 2007). The sample according to (Hanlon& Larget, 2011) is a subset of the individuals in a population, there is typically data variable for individuals in samples.

The population of the current study of the fourth year includes (182) students, fourth year students in the Department of English in Tikrit university during the academic year (2023-2024). The students are distributed into two sections: (A and B) these sections have been randomly selected to represent the experimental and the control groups. Section (A) consists of ninety students, while section (B) consists of ninety- two students. Forty students are excluded from section (A), and forty-two students are excluded from section (B) .

Therefore, fifty students have been selected from section (A) as a control group, and fifty students from section (B) as an experimental group. Thus, the total number of the involved sample is (100) students who represent sample of its original population, the researcher selected twenty students from the evening study to represent the pilot study. As shown in table (1).

Table (1). The Population and Sample of the Study

Groups	Sections	No. of population	No. of Sample Students
Control	A	90	50
Experimental	B	92	50
Total	A+B	182	100

The groups are randomly chosen from a purposive sample from college of education in Tikrit city, university of Tikrit. They are equivalent in their general performance in accordance with the statistical treatment of their results during the academic year (2023_2024).

3.3 Construction of an Achievement Vocabulary Test

An achievement vocabulary test is a test that aims at checking students' vocabulary knowledge, it is a valuable tool that is extensively used in vocabulary studies, there is a substantial linkage between learners' proficiency in a second language and their vocabulary size (Hutson,1982). A vocabulary posttest contains only two questions, with twenty items and scored out of fifty. Question one is about MCQ with (twenty), two marks are given for the students who are selected the correct choice, while zero mark is given for the students who are selected the incorrect answer. Question two is about writing synonyms with the score of (thirty), three marks are given for the students who write three exact synonyms, two marks are given for the students who write two synonyms for each given word, one mark is given for the students who write only one synonym, zero mark is given for the students who do not write anything or write unrelated synonyms.

3.4 Validating the Posttest

By far the most complex criterion of a good test is the degree to which the test measures what it is intended to measure (Brown& Douglas, 2000). Validity is the most important criterion that determines the test quality, to make sure that the researcher uses methods that truly measure the idea of construction. Validity basically means measure what is designed to be measured (Field, 2005). The two important types of validity are content validity and face validity.

3.4.1 Content Validity

If a test accurately covers the subject matter from which conclusions are drawn and requires the examiner to demonstrate the behavior being assessed, it can assert its content validity(Hughes, 2003). The researcher can typically ascertain content validity by clearly defining the achievement being measured(Brown, 2000). Therefore, the content of the test, subjects' behaviors, the number of items as

well as their scores have been viewed by jurors, approved and specified, in detail.

3.4.2 Face Validity

A closely related concept to content validity is face validity, which considers whether a test, from the perspective of the learner, appears to assess what it is intended to assess (Brown, 2000). In order to ensure the face validity of the test, the researcher has subjected the test to a panel of experts "jury members". The jurors agreed on the suitability of the test items for the test takers, and all the modifications that are stated by the jurors have been considered.

3.5 Pilot Administration of the Posttest

A pilot study is a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous, or confirmatory investigation (Arain, et al., 2010).The aims of the pilot study can be summarized as follows; To check the clarity of the test items; ensure the test reliability, evaluate the time required for answering the test items by the examiners; to analyze the test items to determine their effectiveness in terms of item difficulty level, moreover discrimination power according to the examiners responses.

In order to know if there is any difficulty in the items of the test, a random sample consisting of (25) male and female students in the fourth year/evening study/Colleges of Education/ English Department/ University of Tikrit are involved in the pilot study. The test has been administered on 17th of January in the first semester of the academic year 2023-2024. Results indicate that the time has required to answer all the test items ranges between (45-50) minutes and there is no ambiguity in the instructions of the given test.

3.6 Reliability of an Achievement Vocabulary Test

Jope (2000) defines reliability as the degree to which results remain consistent over time and accurately represent the entire population being studied. Weir (1993) states that in order for a test to be considered valid, it must first demonstrate reliability. According to Alexander (1977) a reliable test produces consistent results across different administrations. To extract reliability, the researcher uses the equation of alpha Cronbach on the answers of the students of the statistical analysis sample and the value of the reliability coefficient is (0.84), which is a good reliability coefficient.

3.7 Analysis of the Test Items

For the purpose of verifying the validity of each test item, and improving its quality by discovering the items that are very weak, very difficult, undistinguished, or characterized by bad alternatives, and excluding the invalid ones; Therefore, the researcher applies the test to a sample consisting of (100) individuals. To facilitate statistical procedures, the researcher arranges the scores descending from the highest score to the lowest score, then the two extreme samples, the highest and the lowest (27%) are chosen as two preferred groups to represent the entire sample. The number of the upper group is (27) and the lower group is (27). The following points are an explanation of the statistical analysis procedures for the test items:

3.7.1 Difficulty Level

The difficulty of the item represents the percentage of the number of students who give an incorrect answer. The purpose of calculating the difficulty factor of the test items is to choose the appropriate items and delete the easy items or the very difficult items. After calculating the difficulty factor for each test items, and using the difficulty equation for objective question and the difficulty equation for essay question, the researcher finds that the difficulty equations ranged between (0.33- 0.61). All items are of acceptable difficulty according to the 'Bloom's Criterion' because the items fall between (0.20-0.80).

3.7.2 Discrimination Power

Calculating the discriminatory power of each item means "the ability of the item to distinguish between individuals who obtain a high score on the test and those who obtain a low score on it". The discriminatory power of the items is calculated by using the equation with objective and subjective questions, and it is found that its percentage ranges between (0.32 - 0.56), and thus the test items are considered valid for application and have good discriminatory ability, as the test items are considered good if their discriminatory power is (0.30) or more.

3.8 Final Administration of the Posttest

After verifying the validity, reliability and pilot administration, the posttest has been applied on the 25th of January 2024 for both experimental and control groups. The test papers have been distributed to the involved examiners who are required to read the instructions carefully and put their answers clearly on their test papers within the time limit of the test. After that, all the test papers have been collected and scored to measure the effect of euphemism as teaching expressions on EFL university students' vocabulary repertoire .

Section Four: Analysis of Data and Discussion of Results

4.1 Data Analysis

Students' responses to the posttest have been analyzed statistically in order to verify the following aims:

4.1.1 Results Related to the First Aim "**Finding out the Effect of Euphemism as Teaching Expressions on EFL University Students' Performance in the Vocabulary Repertoire**". To find out if there is any statistically significant difference at the level (0.05) between the average scores of the experimental group who has been taught by using Euphemisms and the average scores of the control group who has been taught by using the (conventional) method in vocabulary repertoire posttest.

The mean scores and standard deviation of the students' performance in the posttest have been obtained. T-Test formula for two related sample is employed. The results of the T-test showed that the calculated T-value is found to be (8.689) clearly higher than the tabulated T-value which is to be (1.98) at the level of significance (0.05) and a degree of freedom.(98)

Therefore, the first null hypothesis, which indicates that there is no significance difference between the two groups, is rejected, and the alternative hypothesis is accepted, which indicates that there is a significant difference between the performance of the two groups in the repertoire of vocabulary and in favor of the experimental group.

Table (2). The T-Test for the Two Groups in the Vocabulary Repertoire Posttest

Group	No. of students	Mean scores	SD	T-Test		DF	Level of significance
				Calculated	Tabulated		
EG	50	22.700	2.757	6.751	1.98	98	0.05

CG	50	18.920	2.642				

4.1.2 Results Related to the second Aim "Finding out the Effect of Euphemism as Teaching Expressions on EFL University Students' Performance in Producing Vocabulary".

In order to find out if there is any statistically significant difference at the level (0.05) between the average scores of the experimental group students who has been taught by using euphemisms and the average scores of the control group students who has been taught by using the (conventional) method in producing vocabulary.

The researcher uses a T-test formula for two independent samples to find out the difference in producing vocabulary between the two research groups, the results of T-test formula is showed that the calculated T-value is found to be(6.751) it is higher than the tabulated T-value which is found to be(1.98) at a significance level of (0.05) and a degree of freedom (98).

Thus, the second null hypothesis is rejected, which indicates that there is no statistically significant difference between the two groups, and the alternative hypothesis is accepted, which indicates that there is a difference between the two groups in production vocabulary , and the difference was in favor of the students of the experimental group. As shown in table (3).

Table (3). The T-Test for the Two Groups on the Question of Producing Vocabulary

Group	No. of students	Mean scores	SD	T-Test		DF	Level of significance
				Calculated	Tabulated		
EG	50	40.260	4.242	8.689	1.98	98	0.05
CG	50	32.680	4.479				

4.2

Discussion of the Obtained Results

The obtained results of the current study show that the performance of the experimental group who has been taught by using Euphemism as teaching expressions is higher than that of the control group who has been taught by using the conventional method. Results related to the first aim reveal that the mean score of the experimental group was (40.260), surpassing that of the control group which is (32.680).This result suggests that employing Euphemism in instructional practices effectively enhances students' performance in vocabulary repertoire posttests relative to conventional method.

In order to find out the extent of the effect of Euphemism as teaching expressions on students' vocabulary repertoire. The researcher uses the Eta-square equation (n2) to ensure that the extent of the differences are real differences due to the independent variable of the research. The effect can be

extracted by dividing the square of the calculated T-value by (the square of the calculated T-value + the degree of freedom), knowing the extent of the effect helps us to determine the extent of the effect teaching method, after extracting the value of the Eta square, the researcher compares it with the standards stated in the table (4) .

Table (4). The Criteria Adopted to Determine the Extent of the Effect

The Method	The Extent of Effect		
	Small	Middle	Large
N2	0.01	0.06	0.14

The researcher calculates the Eta square value (n2), which expresses the extent of the effect of teaching by using euphemisms on vocabulary repertoire variable. Table (4.5) shows the value of (n2) and the extent of the effect.

Table (5). The Value of (n2) and the Size of the Effect on the Repertoire of Vocabulary

Independent variable	Dependent Variable	T-Value	N2 Value	The Extent of Effect
Teaching by Using EATE	Vocabulary Repertoire	8.689	0.43	Large

The table shows that the experimental group of students has a significant increase in their vocabulary. This is because the effect size, measured by a statistic called (n²), is higher than the standard benchmark. This means that using Euphemisms in teaching had a large positive effect on the students' vocabulary. So, it basically says that the use of euphemisms in teaching greatly improved the vocabulary of the students in the experimental group.

2. Conclusion and future scope

The following points are concluded, in terms of the obtained results:

1. Euphemism as teaching expressions can improve EFL university students' vocabulary, they can gain high levels of vocabulary.

2. Euphemism as teaching expressions is an effective way in teaching vocabulary because it can increase students' interaction in classroom .

3. Exposure to euphemisms can encourage students to seek out unfamiliar words and phrases, leading to an increase in their vocabulary.

4. Euphemism words used by teachers can introduce students to more sophisticated and nuanced way of expressing ideas.

5. Euphemisms employed in educational settings can foster a deeper appreciation for the richness and diversity of language, motivating students to explore new words and expressions.

6. Euphemisms reinforce the relationship between teacher and students and make the teacher as a close friend who facilitates the process of learning .

Recommendations

Based on the above conclusions, it is recommended that:

1. Teachers are advised to use Euphemisms in teaching to raise their students' vocabulary repertoire.

2.Curriculum designers in the Ministry of Education are invited to recommend using Euphemism as teaching expressions in teaching English language for improving students' vocabulary.

3.Instructors should give training courses about how Euphemism expressions can be used by teachers inside the classroom to raise students' vocabulary.

4.Students should be taught by using euphemism as teaching expressions because these expressions give students room to develop their vocabulary knowledge.

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