



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Informe final del trabajo de Integración Curricular previo a la obtención del título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: EUPHEMISMS AND ORAL COMMUNICATION

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DEDICATION

TO:

God for giving me the strength and ability to keep going day by day and guiding me on the path of good, to continue my studies at this prestigious university.

My parents, Alfredo and Susana, as the fundamental pillars because without their support and advice, I could never achieve what I have proposed to myself.

My siblings, Esteban and Camila, those days full of laughs and jokes and make my days better.

My grandmothers' sister, to heaven, because of her supporting words, motivated me to move on and never give up.

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My best friends from high school, Lissette, Alejandra, and Gonzalo, because you always support my work and give me the advice to follow my dreams.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: “EUPHEMISMS AND ORAL COMMUNICATION”

AUTHOR: María Belén Freire Paredes

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes.

ABSTRACT

Euphemisms are those words or phrases that society uses in their oral communication process to avoid taboo conversations. The present research has the main aim to determine the relationship between euphemisms and the student’s oral communication in the Pedagogy of National and Foreign Language Program at the Technical University of Ambato. It was focused on the descriptive method where a validated survey was created in order to apply it to 291 participants of the program. The survey had 21 questions related to the use of the formation of euphemisms and the elements of oral communication. Once the survey was created, the Cronbach Alpha was applied to see the level of reliability of the instrument and a group of 3 experts validated it from their knowledge. Then, the researcher applied the survey to 8 levels of the program, each participant answered it in compliance with their experience in English conversation, and through the chi-square, it was shown that the alternative hypothesis was accepted. Finally, when the results were analyzed, the conclusion was that there is a positive relationship between euphemisms and the student’s oral communication process.

Keywords: euphemisms, oral communication, formation, elements, taboo.

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RESUMEN

Los eufemismos son aquellas palabras o frases que la sociedad usa en su comunicación oral para evitar conversaciones tabúes. La presente investigación tiene como principal objetivo determinar la relación entre eufemismos y la comunicación oral de los estudiantes del Programa de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Tuvo un enfoque en la metodología descriptiva en donde una encuesta validada fue creada con el fin de aplicarse a 291 participantes del programa. La encuesta contaba con 21 preguntas relacionadas con el uso de la formación de los eufemismos y los elementos de la comunicación oral. Una vez que la encuesta fue creada, el Alfa de Cronbach fue aplicado para determinar el nivel de confiabilidad del instrumento y un grupo de 3 expertos la validaron desde su conocimiento. El investigador aplicó la encuesta a los 8 niveles del programa, cada participante contestó de acuerdo a su experiencia en conversaciones en inglés y mediante el chi-cuadrado, se demostró que la hipótesis alternativa fue aceptada. Finalmente, cuando los resultados fueron analizados, la conclusión fue que existe una relación positiva entre eufemismos y el proceso de comunicación oral de los estudiantes.

Palabras clave: eufemismos, comunicación oral, formación, elementos, conversaciones tabúes.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

The article elaborated by Uzdu Yildiz (2021) analyzed the use of euphemisms in students' daily language usage. The methodology applied was defined by Warren's classification with a survey with basic questions about euphemisms talking about some topics like going to the toilet, giving news of someone's death, and gaining weight. This study was conducted with 383 university students in Turkey. The results of the investigation were that learners use euphemisms especially to name death topics in a pragmatic formation method saying that they "lose someone", in addition, it is frequently the use of rhetorical questions and some expressions such as *like* and *as*.

The research by Abdelsalam (2018) has as aim to identify the use of euphemisms and idiomatic expression in a natural conversation. This research was descriptive and analytic because through the collecting data the researcher could determine the use of euphemisms and idiomatic expression in natural conversation. This survey was applied to a random group of students 50 in total and 20 teachers from the university. The result of the investigation was that 95% of the lecturers agree that the oral production of EFL learners was affected by their mother tongue, as well as, students cannot have good performance in spoken and written discourse because of their lack of vocabulary in euphemisms. Taking into account the research recommends adding euphemisms and idiomatic expressions to the syllabus because with that students might have an extensive vocabulary to use.

The project developed by Widya (2020) talks about communication when people want to be polite, which means the use of euphemisms. The methodology applied was observed with the use of note-taking and non-participatory techniques, so the classification of the use of euphemisms was 30 data types of euphemisms and 20 data functions of euphemisms. The conclusion of this investigation was that people use overstatement type of euphemisms while they are talking and cohesive euphemisms as a function of it.

The article developed by Yensamer and Khamsaen (2019) has as aims to provide a better understanding of the use of English euphemisms and public speaking among third-semester students from Khon Kae university. The methodology applied was a vocabulary test and an interview with a total of 21 scores in each variable making the investigation quantitative research. The results show that the majority of the students got correct answers on the test and the same in the interview with the comparison of the mean, minimum and maximum. In conclusion, it says that students usually choose the right English euphemisms while they are speaking but others still have difficulties, as well as, English euphemisms could be taught at any level of education, it might help to use the appropriate words in public speaking.

Another article written by Haryati (2020) where the aim was to find some kinds of taboos and euphemisms used by college students. In a descriptive qualitative approach, the researcher explains how 40 students, 20 males, and 20 females, were randomly selected to be observed during their speaking conversation and then interviewed through stated research questions. As a result of this investigation, the researcher found that taboos cause poor vocabulary and poor language acquisition rather than euphemisms that increase reading habits and good language acquisition, for that reason many students tend to include them in their conversation.

To Prasetyo (2017) presents euphemisms as a really important part of a speech community the research aim was to identify the use and form of euphemism in the oral dialect speech Ngeto-Ngete. The method used is descriptive qualitative data collection techniques using the methods referred to. The result of the research was that people use various forms of euphemisms such as figurative expression, metaphor, and a word to replace one word with another, in addition, they used euphemisms to sound smooth, confident, and diplomatic.

In the article purposed by Manugeran, et al. (2021) the aim is to describe the functions of euphemism in a short story. The method applied was descriptive qualitative where the social phenomena will be studied in literacy and social texts. In conclusion, people use euphemisms as a means of speech refinement, as diplomacy, and as a manner of secret.

After reviewing the articles that talked about the two variables of euphemisms and others that talked about oral communication. It can infer that the research can be applied to students of Pedagogy of National and Foreign Languages taking into account the point of view of Warren and other authors that talks about the topic, in addition, it is necessary to make a descriptive research to find a conclusion in the investigation.

Independent Variable

Sociolinguistics

Sociolinguistics according to Wardhaugh (2006) mentions that it is the study of the communication or language that every group of people or society has. The author refers to the understanding of the words or phrases specific to each group of people, it can be spoken because those variations will be typical of each person. Thus, sociolinguistics is necessary to learn how language functions in society because sometimes the literal meaning of one word could be different for others because of their structures or their pronunciation. For that reason, it is important to hear carefully phrases, and expressions of everything that characterizes a culture.

The essence of human beings is the way how to communicate things, the message that they transmit needs to have a form, and meaning, with that becomes a value (Siregar, 2022). Sociolinguistics is relevant since it shows the strength of the message in a language, the social contexts affect them in a positive or negative way, for instance, the way how to produce the language could affect the meaning of the message, the pronunciation, the intonation, and other elements that occur when people transmit their ideas. Hence, this science is very useful to learn about how society thinks and uses language in their favor to communicate thoughts in diverse situations.

In the same way, Rahmadeny et al. (2019) remark on the importance of sociolinguistics in foreign language students. It is relevant the background that they have, it means, that students' environment or context is really helpful when they are learning or acquiring a second language because students whose parents do not talk with them in the target language, might not learn in the same way as those parents who speak the target

language at home. In addition, the environment is vital for L2 learners since it is where they can get the language and learn about its culture and how to use words or phrases. So, language and culture are closely related.

Language and culture

Learning a foreign language is an extensive process, language and culture have a close relationship, to understand the world surrounding culture becomes a repertoire of shared beliefs, values, and other things that certain groups of people could have (Kavakli, 2020). In consequence, language and culture are important in a society because is the way how they communicate and transmit their ideas, for a culture, it is relevant that they can express themselves as they know with expressions which that specific culture knows because of the time and the frequency that the population hears those terminologies.

Indeed, language and culture are important in education, Boas (2022) says that teaching how language functions in a culture is a good way to ensure learning in real situations because students have to be able to identify the appropriate use of language according to the situation, and there is where culture could appear for that reason, parents teach their children the use of some phrases in their childhood, for example, greetings such as *good morning*, *hello*, etc. And those are repeated for the children to communicate and transmit messages. It is where some specific words are used to refer to something, which could be in a polite way or in unpolite conversations.

Culture determines the thoughts, instructions, beliefs, and instructions that each individual will have on their behavioral patterns, this allows people to maintain relationships with others exchanging cultural insights and transferring cultural situations through certain languages (Kannusamy, 2021). Culture influences the language because a British person does not speak in the same way as an American person. It is more difficult when a person that does not have English as their mother tongue, wants to communicate with others because they need to translate. In that way, language structure is important because it will allow learners to create sentences and identify specific words or phrases that they might use depending on the context or situation.

Language structure

Finegan (2008) mentions that language is a simple way to join letters to form syllables, then those syllables into words, and finally those words into an infinite sentence, each one with meaning to understand different utterances when you read or write. Therefore, for an L2 learner is compulsory to know the grammatical structures of the second language, because it gives an idea about how to produce it. As little children with small sounds, L2 learners start with the alphabet, then words, vocabulary to end with sentences, simple sentences, compound, and complex. Once they know what it is a verb, pronoun, or adjective, it is easier to create sentences in order to transmit ideas.

On the other hand, Ballard (2022) talks about the main components of language, lexical frameworks, divided into word classes, word formation, teaching since the smallest part of a word from complex sentence, the author says that structure is significant for learners because it is where they learn grammar and its derivations. Language structure in learners is the way how they will transmit their ideas property. This is a set of many words that join together to create sounds that communicate thoughts about any topic. Some of the words and pronunciation could be difficult to learn because of the language and its derivations. In spite of this, learners could use or learn expressions to give a better idea about what they want to say.

To structure dialogues, Fernandez (2021) said that it is necessary to relate cultural perspectives and learn from others, so learners could associate documents and events from other cultures and understand their significance in relation to their own cultural system. Due to the fact that learners should know about second language culture, they must use expressions such as idioms, and colloquial expressions with that euphemisms to avoid misunderstandings or to sound like native speakers since it is a part of the language used in daily and real situations.

Euphemisms

Euphemisms are words or group of words that appear in every language culture or society. According to Casas (2012) says that euphemisms are lexical substitutes or substitution processes because people use euphemisms to replace themes that could be taboos

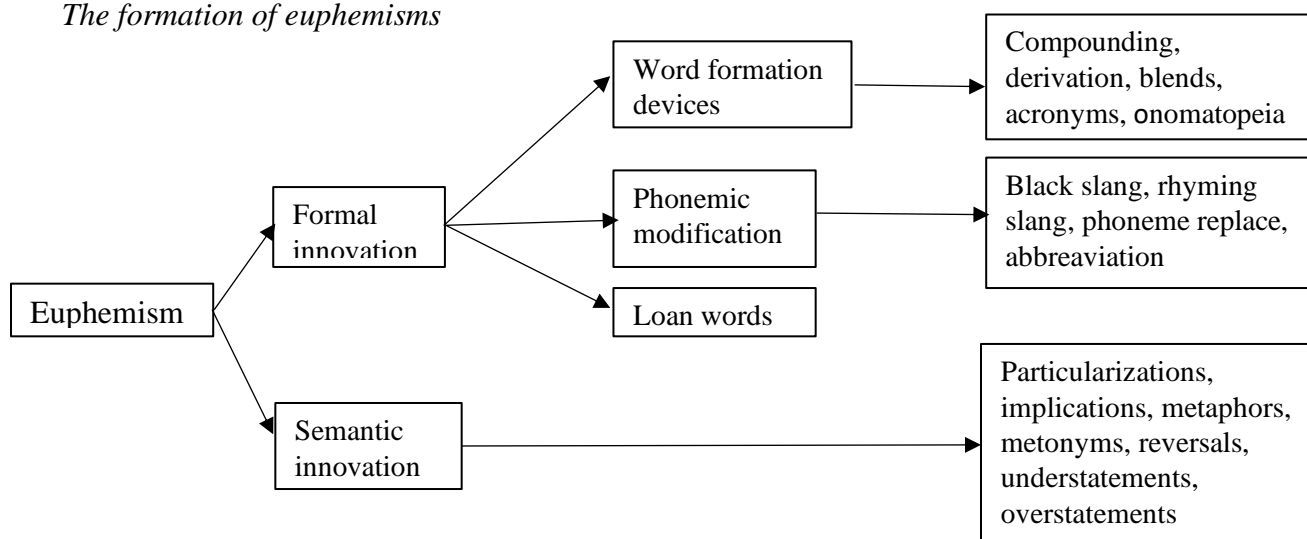
or strong to talk to anyone. So that, euphemisms are those expression that make peoples life a little better to deal with. There are many topics that are hard to handle specially with adults who are not open to name things as the way they are. In addition, euphemisms could be used for anyone that can enter a conversation with politeness, using words that are not stronger and avoiding swear words.

In addition, some authors talk about euphemisms as a way of learning, talking about how they could influence learners' education (Warren, 1992). There are many types of euphemisms the most common are; foreign words that are imported, which means when people use a foreign language to express something, an example is the using of *marijuana* instead of *cannabis*. Then, certain words change their spelling to sound more confident, for example, instead of *God* people say *Gosh*. Furthermore, learners could use those types of euphemisms in their daily routine, and during classes, because they can replace words that are not adequate because of the context and people around them.

According to Hakim and Rahman (2018) describe Warren's methodology based on formal innovation and semantic innovation as four categories to form euphemisms such as; word formation devices, phonemic modification, loan word,s and semantic innovation.

Figure 1

The formation of euphemisms



Note. The graphic shows how euphemisms could be classified. Taken from *What Euphemisms tell us about the interpretation of words* by B. Warren, 1992, ResearchGate.

Word formation devices

There are many ways to form words, for Sulstonov and Numonova (2021) explain each classification, compounding is where two words are combined to create a new one, that will replace the offensive meaning. For instance, *playboy* describes a man who behaves irresponsibly, including having casual sexual relationship. Derivation is the procedure where a new word is formed with a new meaning but becomes from a root. For example; *bloody* to refers something sanguinary. Blend is the combination of two or more parts of the word. An acronym where the combination of letters will be sound as it is written. As example, *SAPFU* stands for *surpassing all previous fuckups* used in military situations. Onomatopoeia is used to imitate the sound of nature or the environment. For instance, “bonk” to imitate a sexual activity.

Phonemic modification

The replacement of the word sound is how these euphemisms function (Sulstonov and Numonova, 2021). Rhyming slang, which is when the repetition of the sound is similar, for that reason it will take place in another word. For example; brown bread means dead. Phoneme replacement refers to the replacement of some specific parts of the word to sound more polite. An example is *a fug* that is used to avoid saying fuck. Abbreviation is making the word shorten, in one or more letters. For example, *slums* refer to substandard housing.

Loan words

Loan words state those words that could come from other languages, especially French, Spanish or Latin. For instance, lingerie, calaboose, and marijuana (Warren, 1992). There are many words that comes from other countries and people adapt to their context.

Semantic innovation

The last formation is semantic innovation where words or phrases are going to have an original meaning from the previous one (Beizae and Mirza, 2019). Particularization creates a new meaning depending on the context. For example, the *yellow card* that makes references to a warning and it was caused by the football games. Implication is used to those phrases that could be used to avoid being explicit. For instance, *sleep with somebody* to refer

to having sexual intercourse. Metaphor describes an object or action that is not literally true but can be compared with others. For example, egg “*head*” refers to the oval shape. Metonymy, it can go to the general for specific because there is a co-occurrence relationship between contextual and conventional meaning. For example, *the White House* to refer to the Presidents of the United States or their administration Reversal refers to irony, which means the opposite meaning of what someone says. For example, *blessed* could be understood as *dammed* depending on the context. Understatement when the meaning of the words will be given by the context, it will be reduced or decreased. For example, *sleep* to say that someone die. Overstatement is the exaggeration of the conventional meaning of the word. For instance, *a narcotic* that is interpreted as all stimulating substance such as dope, alcohol and marijuana.

Dependent variable

English language

English is a common language that the majority of people talk about. For Brown (2002) learning and teaching English is a social event where people can be related socially and make interactions with other. Hence, English is the most used language, everyone in the world try to talk it, it means that it is popular and global, it is very important to teach it because while students speak another language, they also learn about the world around them, sharing values, beliefs and experiences. Learning a second language is a great tool since learners can express themselves better with a new culture, expressions and colloquial words that native speakers use in their natural conversations.

In addition, Harmer (2007) states that the English Language can be taught through many perspectives with a variety of reasons, and uses for a social moment of the language, inside and outside the school environment. Furthermore, the level of English in each person will depend on their discipline to learn or acquire the language, also in their knowledge about sociocultural academic settings, and their sophisticated vocabulary in the language. All of this is to keep conversation with native speakers or at least speak with someone that knows English. Remember that being exposed to the language will be a grateful opportunity to develop your skills and handle it in the best way possible.

In Ecuador, English language has not been an important matter because it is viewed as a language that only people with higher status could learn, even though, it is taught in every public and private school with the goal of that every child learns and has better academic opportunities, moreover, Ecuador is a multicultural country which means that the country not only speaks Spanish, also native Ecuadorian people speaks other languages such as kichwa, shuar, etc. depending on the region. For that reason, people do not see English language as a matter of importance (Caneppa and Dahik, 2018). The principal characteristic that teachers focus on is English skills because through it students can develop their language.

English language skills

Talking about skills, many authors say that it is a natural behavior of human beings. Husain (2015) states that language as a skill comes from the psychomotor domain where people perform and then acquire them. That means, everything starts in the brain, students develop their performance since the first word that they listen to until they obtain it. Then, the four principal skills appear; listening, speaking, reading, and writing. Thus, students have to domain each one in different levels with the result of transmit ideas through well-structured sentence or expressions.

According to Delahunty and Garvey (2010) English language skills need to be acquired during the learning process because they are the principal way to obtain a successful use of language, everyday learners have to improve their skills through the teacher's help. So, in education, it is important the way how teacher manage students' skills, measure it through activities that enhance each skill is how teachers can know if students are learning the second language so the use of euphemisms could make a commitment on the learning process, especially on their conversations.

As Keidler (1997) mentions, to develop learners' competence, it is necessary the interaction with their surroundings. This perspective shows that if learners are alone, they could restrict their potential because they cannot practice the language in a real situation and anyone can correct their pronunciation or vocabulary use. On the contrary, if they are with others, they can develop their potential because they practice and play with the language. As it mentions, learners must interact with their classmates not just in the classroom, they can

use the language during the break or in any moment that the foreign language is required since it should be a helpful manner to develop their productive skills.

Productive skills

When someone starts learning a new language, that person will develop into categories of skills. Receptive and productive skills. Productive skills are known also as active skills, these could be produced orally and written form. As Eden (2021) points out that these two categories' skills need one to other to have a complete outcome, speaking and writing are the weakest ability for students. Therefore, learners pay special attention to speaking and producing the language because it is the most effective and quicker way to express their ideas.

According to Pulverness et al. (2011) productive skills are those where individuals can productive the language rather than receiving it. That means that people usually speak or write to transmit their ideas using words, signs or symbols, to accomplish this goal it is necessary to have something to communicate and someone to transmit the information. In addition, in education, learners must know about some elements to develop those skills, for instance, pronunciation, intonation, stress to produce speaking skill, vocabulary and grammar can also good tools to enhance student's production.

Productive skills are essential for education because learners can think and use the language in real situations even if they are in the classroom while they are using the language. This will make it easier for them to communicate with others (Hossain, 2015). Productive skills refer to those skills which learners need to produce language, examples are writing and speaking, so learners must imagine the situation and use the language depending on the context. Produce the language orally is a difficulty for learners, not all of them accomplish it. Oral communication process is what students use to transmit ideas through sounds and communicate what they want to.

Oral communication

Oral Communication in education is really important because through it, students can communicate ideas by sounds (Elfenbein, Hardin and Davis, 1994). Speaking is a way of connecting sound to produce the language, maybe it is the most required skill to learn because students want to know it, as soon as possible, it involves many components such as grammar, discourse, etc. Moreover, it is the simplest way to communicate for that reason, students have to be able to choose the correct words, in order to create a good environment and use appropriate words because talking is not only producing sounds, it is spread culture, language and expression of each society.

It is important to classify oral communication into its elements with this the organization and relation between the two variables in the investigation can be easier to handle and to analyze, so there is fluency, grammar, vocabulary and pronunciation that learners use in order to transmit their ideas.

Fluency

Fluency is an essential skill for ESL students because it generates confidence through proper expressions (Smifanni, 2020). It is looked at by every English student but it is difficult to develop this skill. Speaking fluently allows to reduce time in a conversation, gives a more precise idea in a conversation, and might establish good interaction with other speakers.

Grammar

An English speaker always look for perfection, it is how they try to speaker with the correct grammatical forms, that it is not perfectly in some occasions. The principal aim of teaching the target language is teach to students to learn how communicate with others the problem arrives when a fluent speaker is not accurate in grammar, when it all depends on the memorization (Smifanni, 2020).

Vocabulary

Another skill is developed vocabulary, it is the collection of words in the target language, it will depend on certain topics to classify them in a better way. To develop good

oral communication and interaction with others it is necessary to have an extensive vocabulary, which would be to avoid repetition and sound more like a native speaker (Smifanni, 2020).

Pronunciation

Pronunciation is the most difficult skill to develop because the use of individual sounds is difficult to remember. Moreover, the use of intonation, rhythm, word stress, sentence stress is something that students do not are noticing about when they speak and that could give difficulties to transmit the message. For that reason it is important that ESL students imitate sounds, for instance, listen to a native speaker and try to copy what they say taking into account each element in their pronunciation (Darcy, Rocca, and Hancock, 2020).

1.2 Objectives

General Objective

Determine the relationship between euphemisms and the students' oral communication in Pedagogy of National and Foreign Language Program at Technical University of Ambato

Specific Objectives

To differentiate the formation of euphemisms and the elements of oral communication

To identify the types of euphemisms based on their formation that students use in oral communication.

To describe the elements that students use when speaking in English.

Description of achievements of the objectives

Firstly, to accomplish the primary objective it was necessary the investigation of some authors that talked about euphemisms to classify it, and see how it functions in the society, on the other hand, the oral communication process to see if the elements selected were used by the students in their English conversations.

Secondly, the next objective was achieved thanks to the validated survey applied to students from Pedagogy of National and Foreign Language Program at all levels. The first part of the survey, 10 questions that talked about the formation of the euphemisms used by students during their oral communication process.

Finally, the last objective was accomplished through the survey with 10 last questions referring to the elements of oral communication that students used when speaking in English, that survey was applied to all participants of the program at Technical University of Ambato.

CHAPTER II

METHODOLOGY

2.1 Materials

To develop this research, the use of human and material resources is necessary. The human resources were 291 students from the Pedagogy of National and Foreign Language Program at the Technical University of Ambato, the researcher, and the researcher's tutor and evaluators to validate the instrument. In addition, the physical materials were papers and technological tools.

2.2 Methods

Research approach

This research had a qualitative approach because in order to collect data it was necessary the use a validated survey, where students had to complete in compliance with their experience on the topic. In addition, to analyze the data, is necessary to create graphics with percentages of the total number of students, and the use of Chi-Square to accept the alternative hypothesis or the null hypothesis

Qualitative research is a great tool to see the experience or knowledge that students have in a topic, in which students need to have basic understanding of philosophical and sociological knowledge (Mills and Birks, 2014). use of qualitative approach in research could be the better way to provide an impact on the solutions because each one complement the other one This is the reason why these two approaches collected more realistic data during the research process in order to obtain solutions to the problem, as it was seen in the survey created to be fulfilled in compliance with students' experience, and then that information put on a program to value it and see the impact and with that provide solutions.

To establish the relationship between euphemisms and the oral communication process qualitative approach was helpful in the development of analysis, description, and interpretation of the information. The quantitative approach was the numerical part of the research with graphics and the validation of the survey.

Research modality

Field research

Field research is a way to learn and observe the situation that a specific group of people is doing, their actions, activities, and their behavior in certain situations. (Burgess, 2017). It is necessary to live the participants' daily life for a while to see their behavior and how they deal with the possible problem found, and purpose possible solutions. In addition, the researcher must be involved in each activity, so the researcher could find many solutions in the environment of the problem, with that the result can be more effective and adaptable for the participants.

Bibliographic research

This research was bibliographic because it was based on works that other people made to have a better idea about what is known and unknown. Thus, the use of academic papers was needed, to have a background about previous studies. Moreover, this type of research includes some sources which are personal materials, and institutional or virtual libraries (Leong and Austin, 2006). For instance, the virtual library at Technical University of Ambato was used to investigate reliable information, from journals from many authors around the world, who talk about euphemisms and oral communication in other countries.

Level of type of research

Analytical research

This type of research was relevant in the investigation because the information needs to be analyzed to have a relationship between the variables. The researcher must obtain the information or data to analyze the sources and through this, the hypothesis could be evaluated with the materials (Bhushan and Alok, 2017). Analytical research in research was used to give significance to the material collected by the researcher in this case, through a survey, as well, this type of research help to validate all the investigation and the instruments by numbers.

Descriptive research

The description is the process where the researcher must write everything about an existing phenomenon as accurately as possible (Atmowardoyo, 2018). For this research, it was indispensable to describe the formation of euphemisms to have an idea about the topic and how it can be related to oral communication. Thus, the information collected and examples provided from the survey, the researcher can see if the variables were related or not. Furthermore, the use of a validated survey helped to collect data available at Pedagogy of National and Foreign Languages at Technical University of Ambato.

Exploratory research

Exploratory research is the way to discover something new and interesting and investigate it in a deep way to understand the phenomena (Elman, Gerring and Mahoney, 2020). The present research was exploratory because it described the formation of euphemisms and the elements of oral communication. Euphemisms were a new topic to investigate in the program since any students have ever searched for this interesting area. In addition, the data collected helped to establish a relationship between the two variables, and see if other students from the program could apply or investigate more about it.

Instruments

To develop this research was necessary to create a validated survey. This survey was divided into 2 parts for each variable. First, euphemisms with 10 questions about examples of euphemisms used in the English context, each question was based on Warren's classification of the form of the English euphemisms which were word-formation devices, phonemic modification, loan words, and semantic innovation. Then, 10 questions about oral communication. This was divided into 4 elements, such as fluency, grammar, vocabulary, and pronunciation. Question 21 was about the relationship between the 2 variables.

To validate the survey, the help of 3 evaluators who know about the topic was necessary. Once they validated the survey and made observations and suggestions. The instrument was applied to a random part of the total population, which means 36 students were selected. First, 12 students from the second semester, then, 12 students from the third semester, and 12 students from the fourth semester. All of this data were collected in order

to make Cronbach's alpha validation. This validation shows 0.753 of the analysis which means that the survey could be applied to all students of the program.

Data collection procedure

In order to collect data, it was necessary to create a google form where the questionnaire was introduced. Then, the researcher explains and introduces the topic and some information about the survey. Then, students answered the survey, sent it, and if there were any questions, they could ask the researcher. Continuing with that there was necessary to download the information to make the analysis of the data. Finally, it was necessary to create graphics to illustrate the information in a better way.

Population and sample

For the development of the research, the use of human resources was necessary. For that reason, 291 students from the Pedagogy of National and Foreign Language Program were selected. Students from the first semester to the eighth semester, corresponding to the academic period October 2022- March 2023. The age of the students was from 18 to 30 years old. This program was selected because of the content of the research and these students learn about the topic during the program.

Hypothesis

Null hypothesis

There is a relationship between English euphemisms used by students and their oral communication process.

Alternative hypothesis

There is not a relationship between English euphemisms used by students and their oral communication process.

Variable identification

Euphemisms (Independent variable)

Oral Communication (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, there is the analysis of the data collected through the validated survey with 22 questions, which was applied to all students of the Pedagogy of National and Foreign Languages program at the Technical University of Ambato. This chapter has two aspects.

First of all, the validated survey was applied, but first the validation of the Cronbach's alpha showed that the survey was great to applied, with that the researcher's tutor and the research went to every homeroom to specify every aspect of the questions and the topic. A Goggle form was created for each level. Thus, 291 students complete the survey, the result were unifying in an excel document to create graphics as it is shown in the firs part of this chapter. Finally, the analysis and interpretation of each graphic shows the significance of each question answer by the students and the reason of the research.

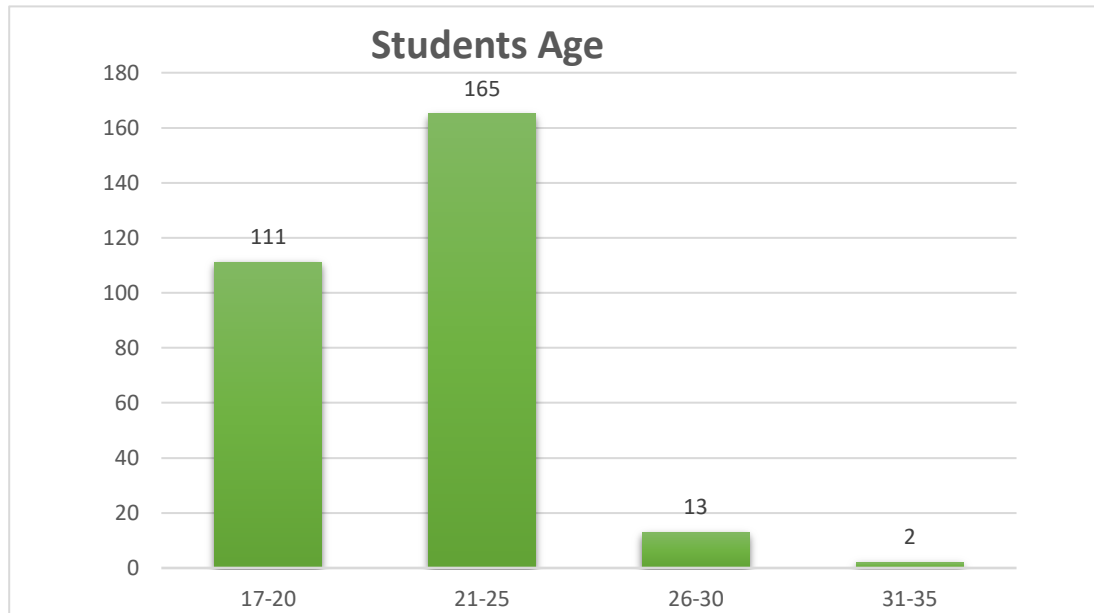
Secondly, this chapter has the acceptance of the hypothesis were all of the data collected was introduced into SPSS program, the, through chi-square test it reflects which of the hypothesis is accepted. The alternative hypothesis which said "There is a relationship between English euphemisms and the oral communication process" and the null hypothesis that said "There is no a relationship between English euphemisms and the oral communication process". Finally, to verify this information the P value needs to be under 0,05. If this value is over 0,05 the null hypothesis is retained.

Finally, the discussion of what was found and what authors about this topic said, with true information to take decision about the problem proposed by the investigator and the positive or negative impact according to two variables written before.

1. Students' age

Graphic 1

Student's age



Note. The graphic represents the students' age in the Pedagogy of National and Foreign Language Program. Taken from a *validated survey* by M. Freire, 2022

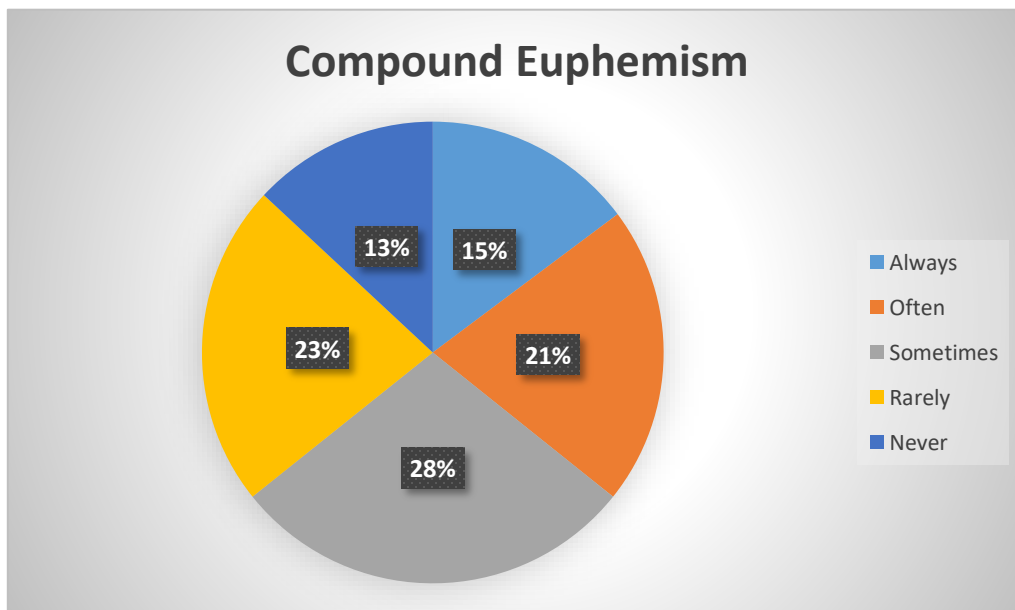
As graphic 1 shows students' age in Pedagogy of National and Foreign Language Program. There are 111 of 291 students are between 17 and 20 years old. Also, there are 13 students between 26 and 30 years old. The majority of the students between 21 and 25 years old are 165 learners. Finally, 2 students are between 31 and 35 years old.

Students in the program are teenagers or young adults which can be better for the development of the research since they talk a lot with their friends using many words or vocabulary based on what they are learning or have already learned. In addition, each of them has a different level of English which is beneficial to the investigations because it could permit the recollection of reliable data.

2. In English conversations when you want to say that something is causing too much blood, do you use: *bloody* instead of *sanguinary*?

Graphic 2:

Compound Euphemism



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that uses compound euphemisms. Taken from a *validated survey* by M. Freire, 2022.

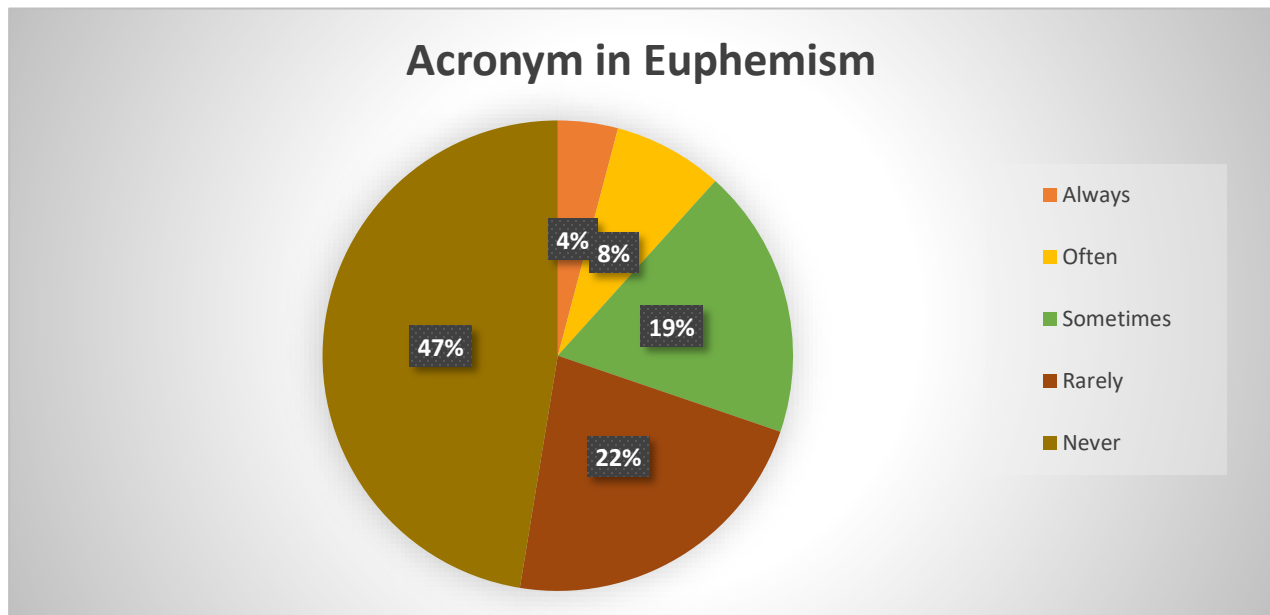
According to graphic 2. It shows that 64% of the total percentage of students sometimes used *bloody* instead of *sanguinary* as a compound euphemism, which represents the majority of the total population. On the other hand, the minority of the population, which means 36% of the total population have rarely or never used that form of euphemism.

The statistic shows that euphemisms are positively used by students in English conversations which could be helpful to develop students' vocabulary because they look for compound euphemisms to refer to something that could not be adequate in a certain situation, for example during a meeting with the family they could use, *bloody* instead of *sanguinary* that is less common to hear.

3. When using the English language, do you prefer to say *SOB* instead of the *son of bitch*?

Graphic 3:

Acronyms in euphemisms



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used acronyms in euphemisms. Taken from a *validated survey* by M. Freire, 2022.

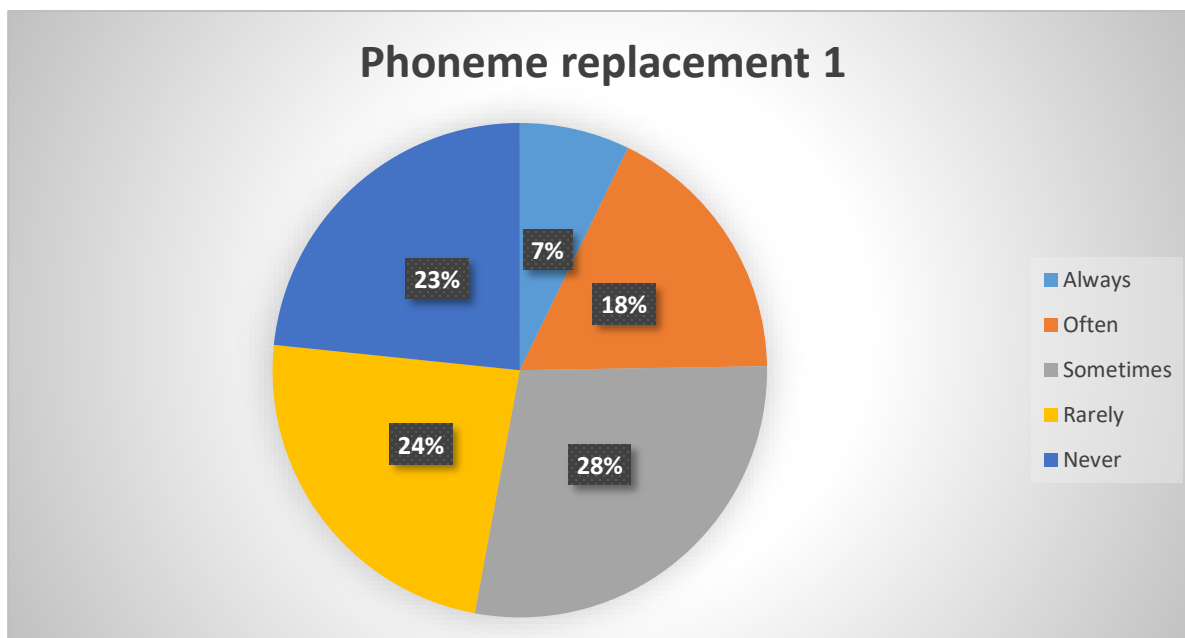
In graphic 3, the majority of the students have rarely or never used acronyms in euphemisms, which means 69% of the total population, which represents that the use of acronyms is less common in students when they are talking. Rather, the minority of the population that is 31% of the total have usually used SOB, to simplify the sentence or avoid the swear word

Acronyms in euphemisms are less used for students, this could happen since they have no idea how acronyms function or it is not common to hear them in their mother tongue. This could be helpful for their speed while they are talking. They can reduce the word and sound more like a native speaker without using swear words. It can be taught to avoid explicit expressions such as SOB to say the son of a bitch or WTF instead of what the fuck.

4. During the English class do you use *Gad or Gosh* instead of *God*?

Graphic 4:

Phoneme replacement 1



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used phoneme replacement in euphemisms. Taken from a *validated survey* by M. Freire, 2022.

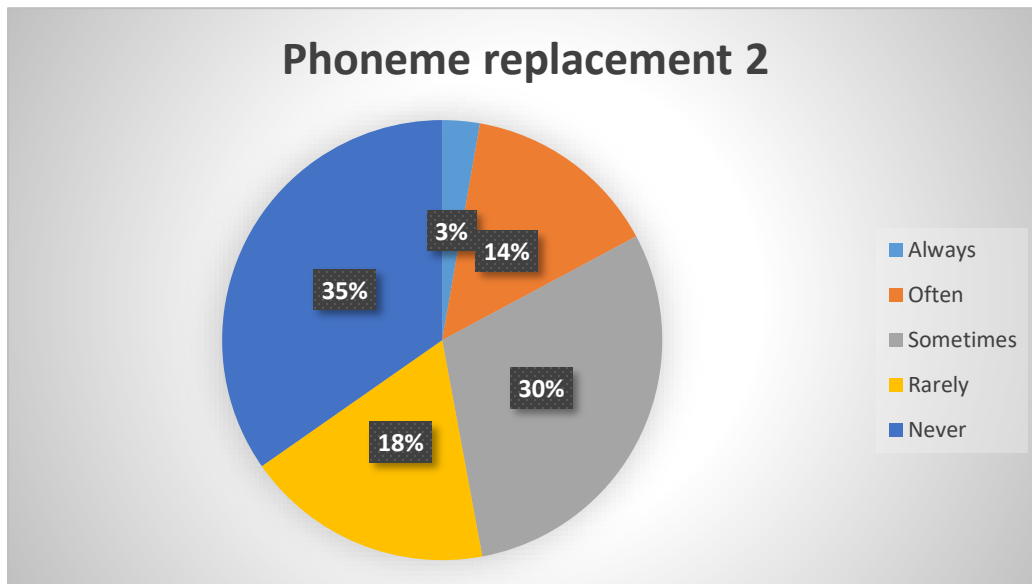
As graphic 4 shows, the majority of the students, which means 53% of the total population, have usually used Gad or Gosh, this could be used during classes with their teachers or in their daily life with their classmates. Nevertheless, a minority percentage, 47% of the total population, have rarely or never used this phoneme replacement.

Phoneme replacement is most common in English conversations between students a good example is a replacement of the /æ/ sound instead of the /ɒ/ sound to avoid the taboo of religion. This can result helpful for students' oral communication process because it improves their pronunciation and they can distinguish specific sounds, so they can use other sounds to refer to the same word, for instance, Gosh referring to God.

5. During the English class do you say *shoot* instead of *shit* to sound more polite?

Graphic 5:

Phoneme replacement 2



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program who used phoneme replacement in euphemisms. Taken from a *validated survey* by M. Freire, 2022

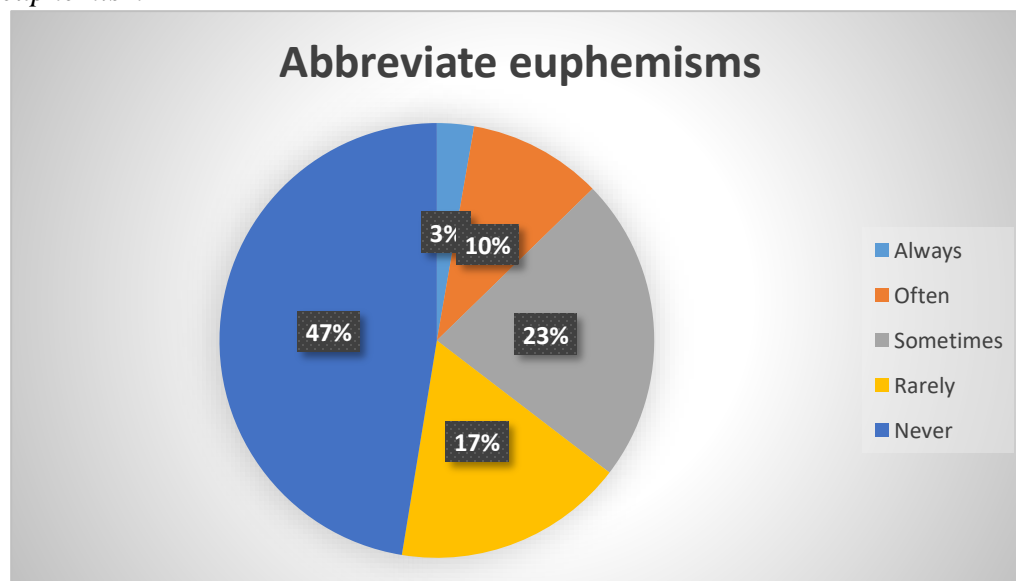
As is seen in graphic 5, the majority of the students which represent 53% have rarely or never used shoot instead of shit to sound more polite. Besides, the minority that is represented by 47% of the total population has usually used this phoneme replacement to sound more polite.

Phoneme replacement is relevant in the oral communication process because the change of specific sounds can vary the politeness of the sentences. This specific euphemism is not common among students, it could be because they prefer to use swear words with their friends and avoid those types of words with their teachers. As a result, it might be taught in the classroom since it can help students to sound more polite and increase their vocabulary for specific situations, as in the example purposed, changing the strong word shit into a soft word shoot, which is used by some native speakers as an expression when something went wrong.

6. During the English class, do you prefer to use the word *homo* to refer to a homosexual?

Graphic 6:

Abbreviate euphemism



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that uses abbreviated euphemisms. Taken from a *validated survey* by M. Freire, 2022

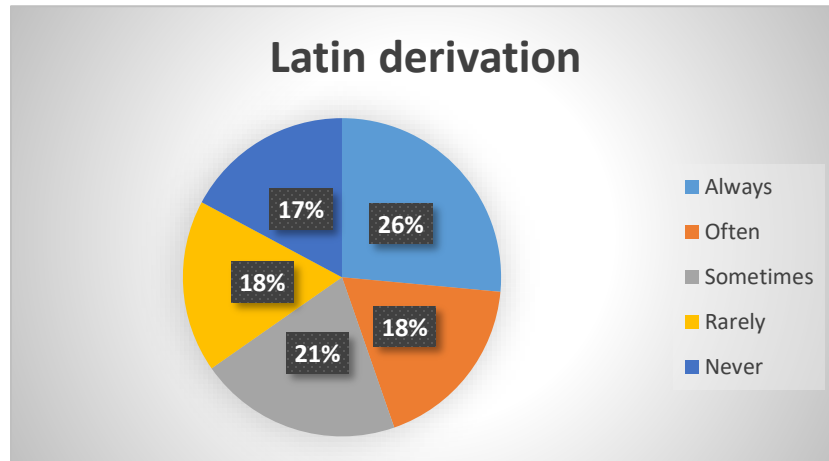
In graphic 6, it shows that 64% of students have rarely or never used abbreviate euphemisms, which means the majority of the total population. Then, 3% of the total students have always used *homo* instead of homosexual, that means the minority of the total population. On the other hand, 23% of students have sometimes used this form of euphemism. Finally, 10% of the total population has often used it.

As the graphic shows *homo* is not common among students, this expression could not be used because they do not have situations where to use it but the use of abbreviate euphemisms could be really helpful in the oral communication process since they tend to make short the words and they could be quicker when they transmit their ideas, moreover this can help to sound more natural or fluent while talking. Moreover, with this expression, the taboo of sexuality can be covered by abbreviate euphemisms.

7. When you talk in English, do you use words like *marijuana* or *weed* instead of *cannabis sativa*?

Graphic 7:

Latin derivation



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used Latin derivation in euphemisms. Taken from a validated survey by M. Freire, 2022

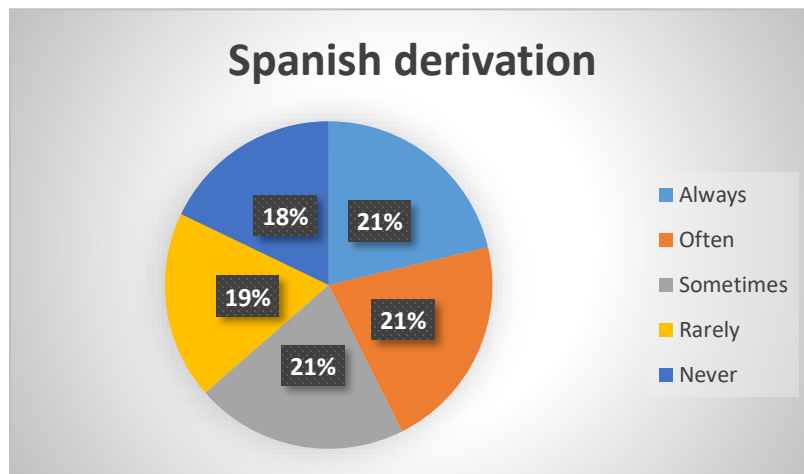
As graphic 7 shows the majority of students, which represent 26% of the total population, have always used marijuana or weed to refer to Cannabis Sativa. Rather than 35% of the students that have rarely or never used the word marijuana to avoid the taboo topic, that represent the minority of the total population. The rest of the students prefer to use this Latin derivation less frequently. 21% of the total population has sometimes used this form of euphemism. Finally, 18% have often used it, too.

In English conversations it is very common the use of special words because people do not know the origin of the word, it is the example marijuana, between students is common to hear that word as the survey shows, the use of the Latin, cannabis is not so common, but some people in the medical area could use it. Also, the word weed is to refers to cannabis but learners have to use different lexical items to identify it, for example, they can put more emphasis on the vowel sound because it is not any type of weed. In conclusion, it is very useful to know these terminologies because it increases students' vocabulary during their oral communication process.

8. When you talk in English it is more usual to hear the word *delicioso* instead of *having sex*?

Graphic 8

Spanish derivation



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used Spanish derivation in euphemisms. Taken from a *validated survey* by M. Freire, 2022

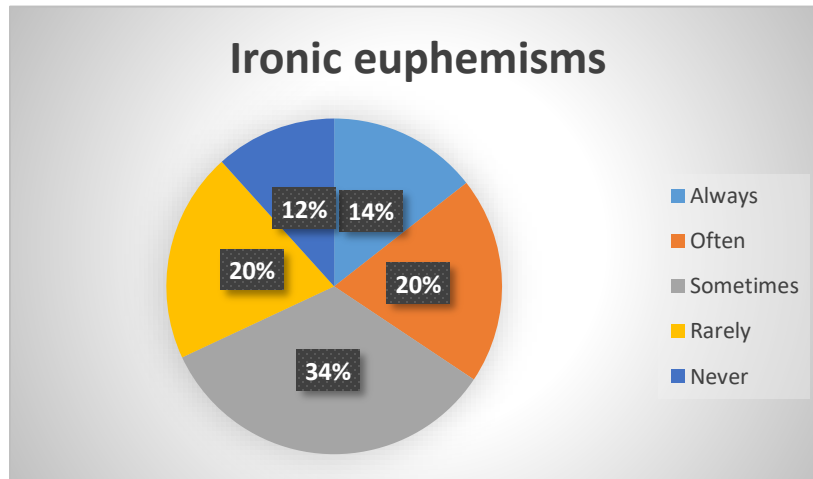
Graphic 8 shows euphemisms in Spanish derivation form. 21% of the total students have always, often, and sometimes used the word *delicioso* to refer to having sex. That means this form of euphemism is the most commonly used by students with 63% of the total population. Nevertheless, 18% of the total population has never used this euphemism. Finally, 19% of the total learners rarely used these euphemisms from Spanish derivation.

Loan words are very common in L2 students, especially Spanish learners. Students from the program usually use Spanish words to communicate because of the lack of vocabulary, it is when they start to hesitate, to avoid this they use words from their mother tongue. The word *delicioso* is a Spanish word that teenagers create to refer to having sex with someone, in this context students avoid saying the tabooed word or they could say just *that*. In the classroom, it will be better if they learn about other languages and their derivation that are used in the English context, for example, *lingerie*, a French word, to refer to women's underwear.

9. When speaking in English, do you use *irony*? For instance, you say *Oh you arrived very early* when someone is *late*.

Graphic 9:

Ironic euphemisms



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used ironic euphemisms. Taken from a *validated survey* by M. Freire, 2022

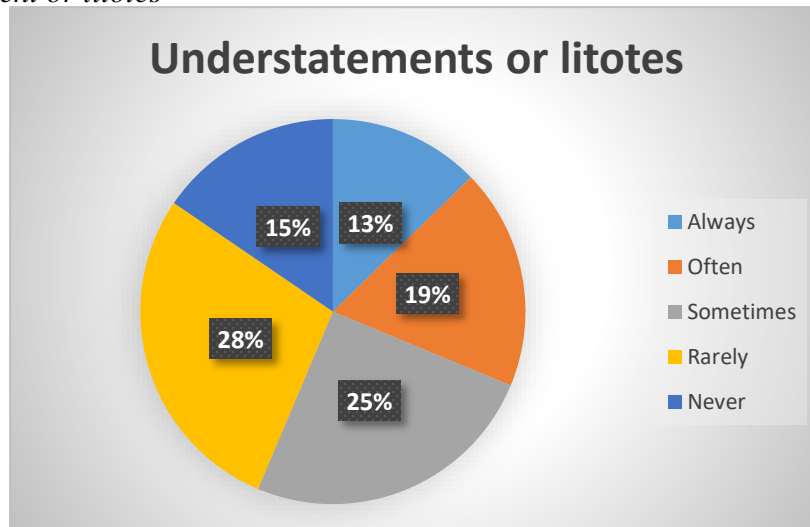
As graphic 9 shows 34% of the total population have sometimes used irony in their conversations, it means the majority of the students have used it. Rather than 32% that have rarely or never used this form of euphemism, that represents the minority of the total students of the program. There is more information that shows that 20 % have often used it. Finally, 14% of the students have always used this euphemism.

Ironic euphemisms are relevant in the process of oral communication in students because the stress in specific words will determine that a certain sentence is an irony or that person is talking literally. The irony is very common among students because they tend to make jokes about a certain situation or avoid embarrassing moments and made jokes about them. For instance, when someone arrived late and their classmates said that they are earlier than anyone.

10. When speaking in English do you use *slept* or *passed away* to describe that someone *died*?

Graphic 10

Understatement or litotes



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used understatements in euphemisms. Taken from a *validated survey* by M. Freire, 2022

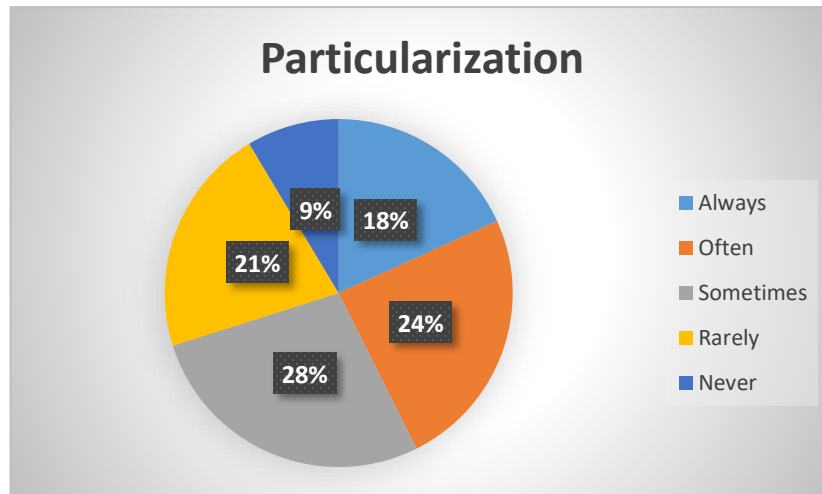
As graphic 10 shows the majority of the students representing 43% of the total population have rarely or never used understatements or litotes such as *slept* to mention that someone died, said that this is not too common in students. On the other hand, the minority of the population, that is 13% of the total students, have always used *slept* or *passed away*. More information mentions that 25% of the total population has sometimes used it. Finally, 19% of the learners have often used it.

Understatements or litotes are not common among students in L2 this form of euphemism is common to describe dead or illness in a way to decrease the topic, for instance, the use of *sleep* as someone just falling asleep after a tiring day, but the real meaning is that someone passed away. These euphemisms can be combined with idioms that reduce the impact of the topic and increase the vocabulary with the colloquial expressions used by native speakers, as a result, students' oral communication can improve.

11. When speaking in English do you interpret the meaning of the words from the context? For example, the use of *yellow cards* in a football match means a *warning*.

Graphic 11

Particularization



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used particularization in euphemisms. Taken from a *validated survey* by M. Freire, 2022

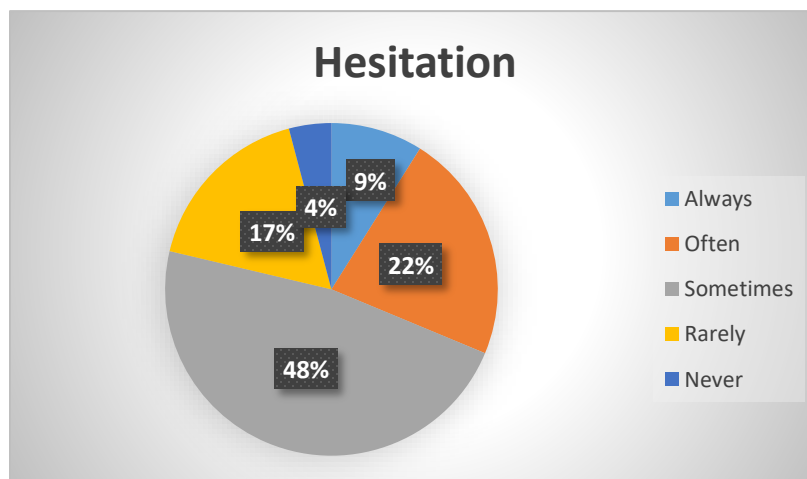
According to graphic 11. First, 28% of the students in the program have sometimes used particularization, which means the majority of the students. That means that those students could interpret the meaning of the words from the context. Nevertheless, 9% of the students have never interpreted the meaning from the context, which means the minority of learners. Then, 24% of the total students have often used this form of euphemism. Another amount is 21% of the total learners which shows that they have rarely used it. Finally, 18% of the total students have always used it.

Particularization is common among students, it can be specific in every society, the oral communication process could be related to increasing vocabulary to avoid repetition while students are talking about any topic in this case warning that is the most common because of football games where specific colors are for specific meaning, yellow for warning and red for expulsion.

12. When talking in English in the oral communication process, do you usually hesitate because you don't have enough knowledge of the topic?

Graphic 12

Hesitation



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that usually hesitates. Taken from a *validated survey* by M. Freire, 2022

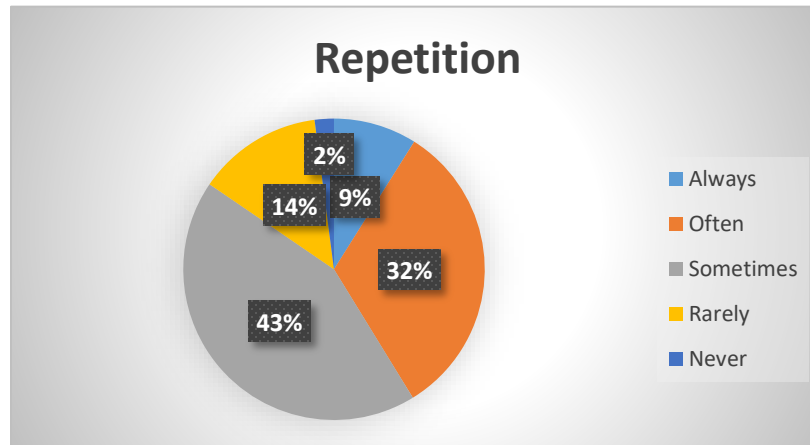
As graphic 12 shows, 48% of the total students have sometimes hesitated during their oral communication process, which represents the majority of the population, that could happen because of the lack of knowledge of a topic. On the contrary, just 4% of the students have never hesitated in their oral communication process, which refers to the minority of the population. Then, 22% of the students often hesitated. 17% of the total learners have rarely hesitated and 9% of the total have always hesitated.

Hesitation is part of the oral communication process, learners hesitate because they have many reasons, one of them could be the knowledge of a topic, or when they cannot express themselves about a topic because it is a taboo topic. To avoid these situations, euphemisms can be taught, for instance, euphemisms with phoneme replacement can be easier to learn because it just varies in their sounds, on the other hand, the use of understatements or litotes could make one feel confident about the topic and with that learners can reduce their hesitation.

13. When talking in English in the oral communication process do you repeat words because of the lack of vocabulary?

Graphic 13

Repetition



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that repeats words in their oral communication. Taken from a *validated survey* by M. Freire, 2022.

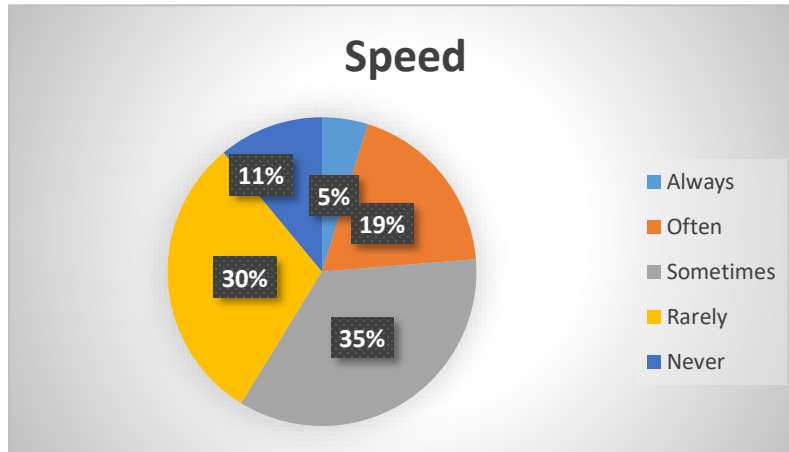
According to graphic 13, 43% of the total students have sometimes repeated words in the oral communication process, which means that the majority of the students repeat words because of the lack of vocabulary. Rather than the 2% of the learners who have never repeated words, representing the minority of the sample. More information shows that 32% of the total have often repeated words in their oral communication process. Then, 14% of the total population have rarely repeated words. Finally, just 9% of the total population have never repeated words.

Repeating words is very common in students of a second language, especially beginners because of the lack of vocabulary, when students do not have an extensive vocabulary, they tend to use the same words, for that reason, loan euphemisms can help break this repetition since they learn new words derivate from other languages, this exchanging of languages could result interesting for learners, with that they not only learn about new vocabulary, they also learn new cultures.

14. When talking in English in the oral communication process, do you speak with the same speed as in your mother tongue?

Graphic 14

Speed



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that speaks with the same speed as in their mother tongue. Taken from a *validated survey* by M. Freire, 2022.

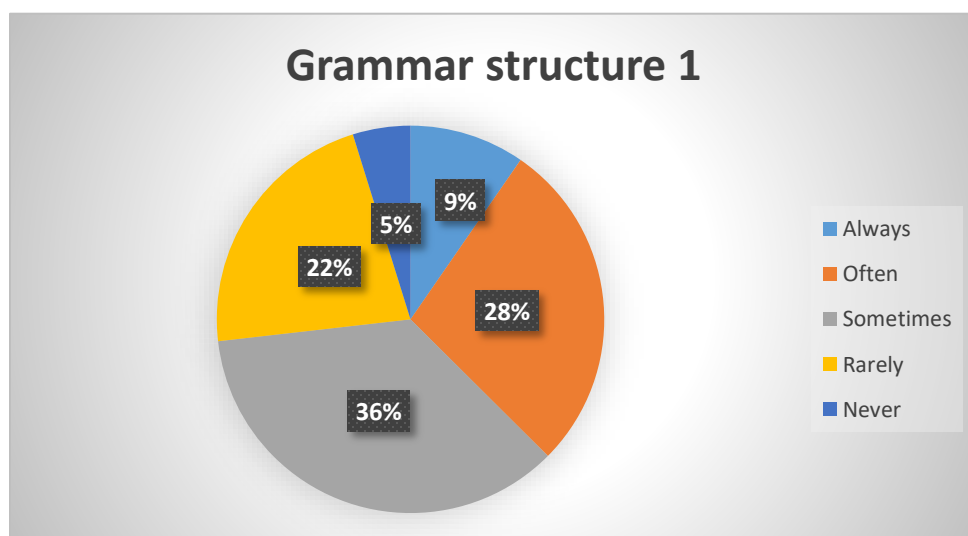
According to graphic 14, it shows that the majority of students have sometimes spoken at the same speed as in their mother tongue, this is represented by 35% of the total population. Nevertheless, a minority of the learners have always spoken with the same speed as in their mother tongue during their oral communication process, which represents 5% of the total population. Statistics show that 35% of the students have rarely spoken with the same speed, then 19% of the total students have often spoken with the same speed. Finally, 11% of the sample have never spoken with the same speed as in their mother tongue or L1.

Sometimes when learners think about how to express their ideas, they waste time because by the end they could not remember words or cannot organize how to say something, the use of abbreviate euphemisms could improve this element of the oral communication process where students can make a word shorter to avoid to say larger words and with strong meaning that could not be accurate according to the circumstances.

15. Do you think of grammar structures while speaking?

Graphic 15

Grammar structures 1



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that thinks about grammar structures while they are speaking. Taken from a *validated survey* by M. Freire, 2022.

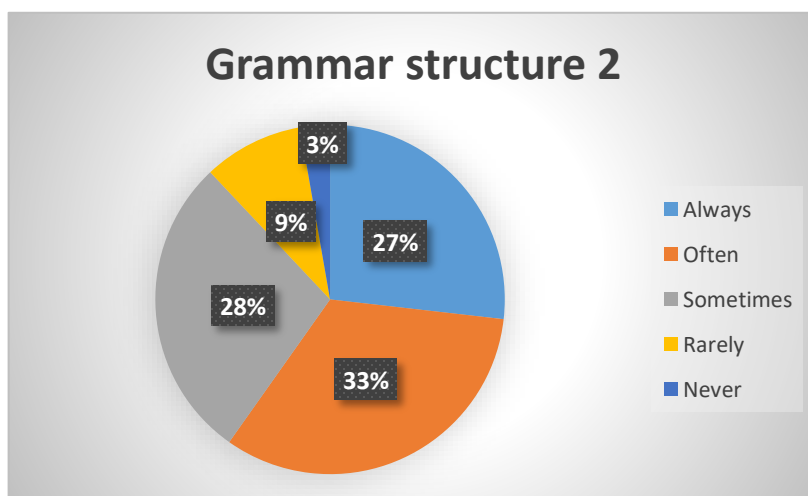
As graphic 15 shows, students in the program have sometimes thought about grammar structures while they are speaking. This is representing 36% of the total sample. On the contrary, 5% of the population has never thought about grammar structures. Additionally, the information presents that 28% of the population have often thought about the way how to construct sentences, and 22% have rarely thought about it. Finally, 9% of the students always thought about how to construct it.

For learners of a second language, it is difficult not to think about grammar structures since they first think in their mother tongue and then try to change these thoughts in the second language. To develop this, euphemisms in form of idioms or understatements could be useful because those are phrases already structured so they have to memorize just one phrase or word.

16. When talking in English in the oral communication process do you consider grammar structures are important?

Graphic 16

Grammar structures 2



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that thought grammar structures are important. Taken from a *validated survey* by M. Freire, 2022.

In graphic 16 details that 33% of the total students have often considered grammar structures during their oral communication process. As it is shown 88% of the students consider positively the importance of grammar structures during the oral communication process. That is the majority of the entire sample. Rather than 3% of the students have never considered grammar structures, that means, the minority of the sample didn't think about grammar structure as a matter of importance while they are communicating their ideas.

Grammar structures are important in the learning process for an L2 student. When students are communicating their ideas, it is usual that they try to use different grammar structures, since their structures are not wide. They have to understand the context. Euphemisms as particularizations, learners must get the idea from the context or can use them because the use of some things such as colors sometimes has the same meaning in the whole word.

17. When talking in English in the oral communication process, do you use swear words? For example; *fuck, shit, bitch*.

Graphic 17

Swear words



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that use swear words. Taken from a *validated survey* by M. Freire, 2022.

As graphic 17 shows. 32% of the total students have rarely made use of swear words in their oral communication process. The majority of the population which means 53% of the total have rarely or never used swear words to communicate, which means that kind of words are less common in students, or they could be used in certain situations. On the other hand, 8% of the learners have always used it, and the minority of the sample used it more frequently.

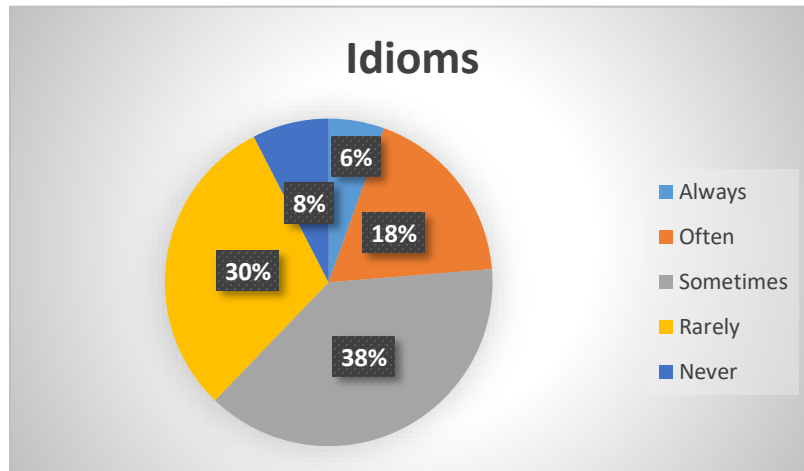
Swear words are not usual in students at Pedagogy of National and Foreign Languages, in the oral communication process the use of those words is important because in daily life native people use them. In addition, it is relevant the knowledge of such words since euphemisms with phoneme modification could be used in this part of the communication to avoid insults or misunderstanding because the sound of some vowels, like the sound of *shit* and *sheet*, does not mean the same.

18. When talking in English in the oral communication process, do you use idioms?

Such as *break a leg*.

Graphic 18

Idioms



Note. The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that uses idioms. Taken from a *validated survey* by M. Freire, 2022.

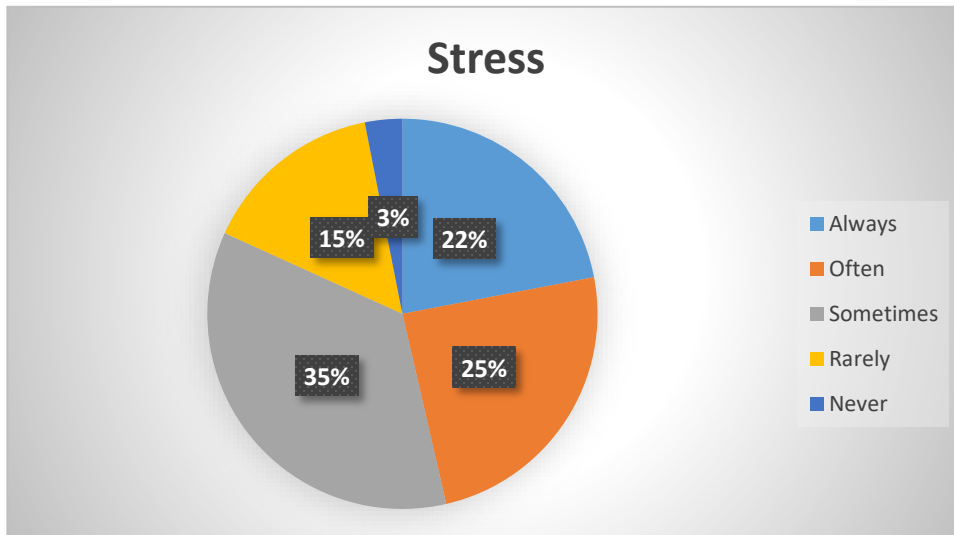
Graphic 18 shows that 38% of the total students have sometimes used idioms in their oral communication process. The representation of the majority of the population is 62% that said that they use idioms while they are transmitting their ideas. Rather, 38% of the learners mention that they rarely or never used it, which means that the minority of the sample did not know about them or they just did not use it because of the context.

In the oral communication process, the use of idioms is a great tool to sound more like a native speaker, in L2 students it is important to increase their language with an extensive vocabulary their fluency should be better. Euphemisms such as acronyms or litotes might be a great implement in their communication because those words or phrases could help them to say things but with other kind words.

19. When talking in English in the oral communication process, do you think stress changes the meaning of a sentence? For example; I said: he stole MY money.

Graphic 19

Stress



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that thinks stress is important for the meaning. Taken from a *validated survey* by M. Freire, 2022.

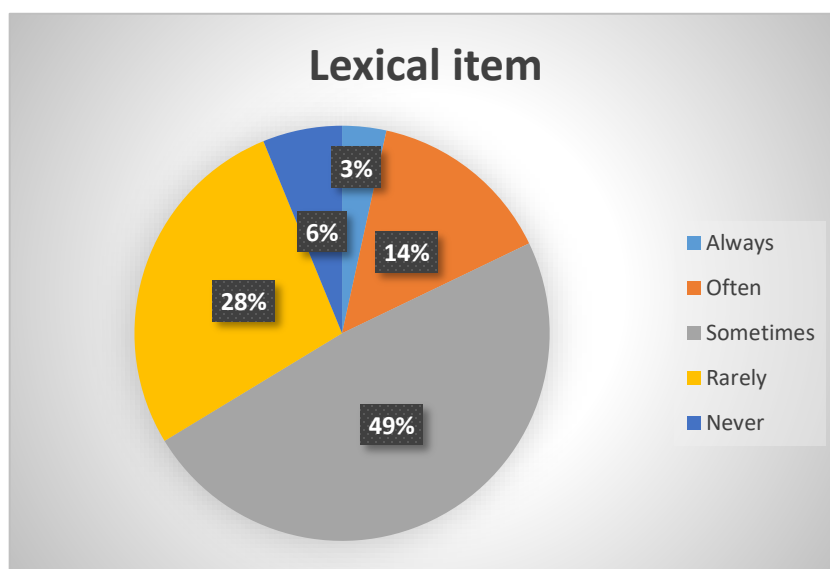
As graphic 19 details, 35% of the total students think that stress has sometimes changed the meaning of a sentence. The majority of the students think that stress changes the meaning, the majority represented 82% of the total sample. On the other hand, 18% of the population do not think that stress could change the meaning of a sentence.

Students in the program use stress and they think it changes the meaning of the sentence. In the oral communication process is important to use accurately the stress in the words since it can contribute to the misunderstanding of it. For instance, the irony in euphemisms is one of the situations where stress contributes to the meaning of the phrase. When people talk with a tone of irony in their phrases, the interlocutor has to catch the idea and understand the sense of the sentence, for that reason stress has to be learned.

20. When speaking in English in the oral communication process, do you say the same lexical item to refer to a meaning? For example, you have to take CARE of him or You have to TAKE care of him.

Graphic 20

Lexical item



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that uses the same lexical item. Taken from a *validated survey* by M. Freire, 2022.

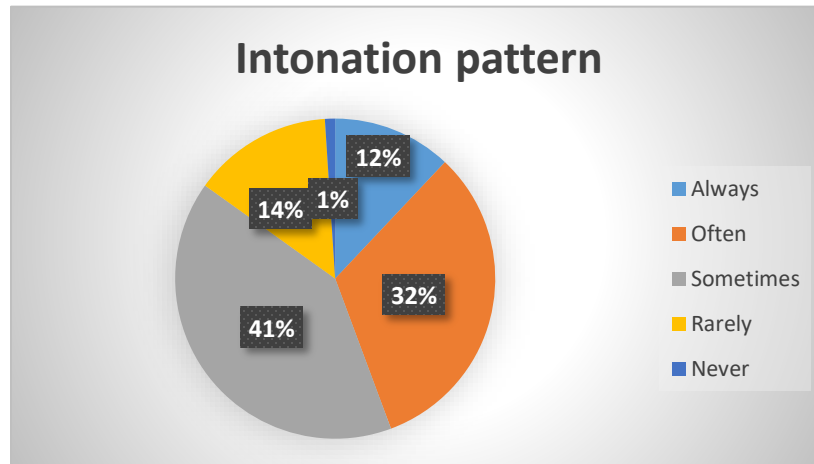
Graphic 20 shows that the majority of students, 49% of the total population have sometimes made use of the same lexical items to refer to a meaning. As it is detailed 66% of the total population makes use of these lexical items to refer to something specific, rather than, 34% of the total population that does not make use of lexical items.

Lexical item is relevant in the learning process because a word could have many meanings and it will depend on the effort that people pronounce it. For that reason, euphemisms in the form of loan words can contribute to the development of ideas.

21. When talking in English in the oral communication process do you make use of intonation patterns to give meaning to the message?

Graphic 21

Intonation pattern



Note. The graphic represents the percentage of students in Pedagogy of National and Foreign Language Program that makes use of intonation patterns. Taken from a *validated survey* by M. Freire, 2022.

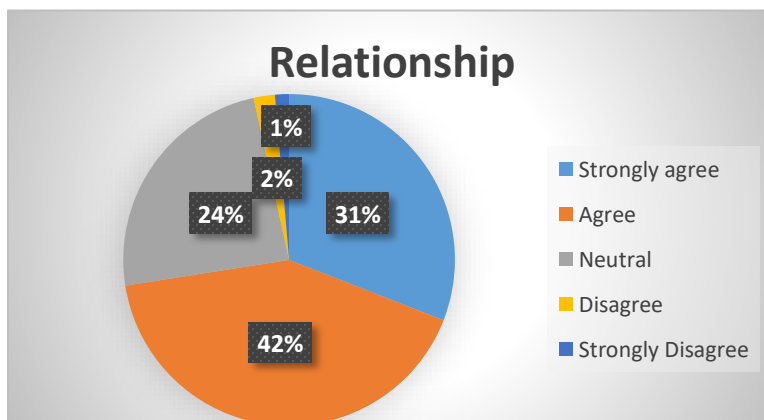
According to graphic 21 shows, students have sometimes made use of intonation patterns to give meaning to the message, which means 41% of the total population. The majority of the population, that is 85% of the total population make use of intonation patterns to communicate their message. On the contrary, just 15% do not make use of intonation patterns in their oral communication process.

Intonations patterns are important in the oral communication process, it is which can make sentences or questions, for students in the program intonation can be related to the meaning of the message and it can be because of how people transmit their ideas, in that case, the use of irony in the sentence can make people feel more confident while they are talking because it can contribute to making fun about any situation.

22. Do you think that English euphemisms have a relationship with oral communication?

Graphic 22

Relationship



Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that agrees there is a relationship between euphemism and oral communication. Taken from a *validated survey* by M. Freire, 2022.

As graphic 22 details, the majority of the students, 73% of the total population, agree that there is a relationship between euphemisms and oral communication, it can be because students use some expressions detailed in the survey of some other examples that they used in their daily life. Just 3% of the total population establish disagreement with this relationship. Finally, 24% of the total population states neutral about the statement.

English euphemisms and oral communication are related. For students in Pedagogy of national and Foreign Language Programs, the two variables are correlated. There could be many reasons why they think that since one variable contributes to the development of the second variable. On the other hand, it is important that euphemisms might be taught in the program because that expression contributes to the development of new vocabulary and the confidence of the learners because they can express themselves with fluency in their oral communication process, and avoid misunderstanding because of certain taboo topics.

3.2 Verification of the hypothesis

Table 1

Hypothesis Test Summary

	Null Hypotheses	Test	Sig.	Decision
1	The categories of 1. In English conversations when you want to say that something is causing too much blood do you use: bloody instead of sanguinary? occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
2	The categories of 2. When using the English language, do you prefer to say SOB instead of the son of bitch? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
3	The categories of 3. During the English class do you use Gad or Gosh instead of God? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
4	The categories of 4. During the English class do you say shoot instead of shit to sound more polite? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
5	The categories of 5. During the English class, do you prefer to use the word homo to refer to a homosexual? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis

6	The categories of 6. When you talk in English, do you use words like marijuana or weed instead of cannabis sativa? occur with equal probabilities.	One simple Chi-Square Test	,071	Retain the null hypothesis
7	The categories of 7. When you talk in English it is more usual to hear the word delicioso instead of having sex? occur with equal probabilities.	One simple Chi-Square Test	,810	Retain the null hypothesis
8	The categories of 8. When speaking in English, do you use irony? For instance, you say Oh you arrived very early when someone is late occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
9	The categories of 9. When speaking in English do you use slept or passed away to describe that someone died? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
10	The categories of 10. When speaking in English do you interpret the meaning of the words from the context? For example, the use of yellow cards in a football match means a warning occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis

11	The categories of 11. When talking in English in the oral communication process, do you usually hesitate because you don't have enough knowledge of the topic? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
12	The categories of 12. When talking in English in the oral communication process do you repeat words because of the lack of vocabulary? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
13	The categories of 13. When talking in English in the oral communication process, do you speak with the same speed as in your mother tongue? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
14	The categories of 14. Do you think of grammar structures while speaking? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
15	The categories of 15. When talking in English in the oral communication process do you consider grammar structures are important? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
16	The categories of 16. When talking in English in the oral	One simple Chi-Square Test	,000	Reject the null hypothesis

	communication process, do you use swear words? For example; fuck, shit, bitch occur with equal probabilities.			
17	The categories of 17. When talking in English in the oral communication process, do you use idioms? Such as break a leg occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
18	The categories of 18. When talking in English in the oral communication process, do you think stress changes the meaning of a sentence? For example; I said: he stole MY money occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
19	The categories of 19. When speaking in English in the oral communication process, do you say the same lexical item to refer to a meaning? For example, you have to take CARE of him or You have to TAKE care of him occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
20	The categories of 20. When talking in English in the oral communication process do you make use of intonation patterns to give meaning to the message? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis

21	The categories of 21. Do you think that English euphemisms have a relationship with oral communication? occur with equal probabilities.	One simple Chi-Square Test	,000	Reject the null hypothesis
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Note. Asymptotic significances are displayed. The significance level is ,05. Elaborated by M, Freire, 2022.

As it is shown in table 1, the P value shows the level of significance where the null hypothesis will be rejected or accepted. In fact, the majority of the questions that is 19 out of 21 present a P value equal to 0,000 which means that those questions accept the alternative hypothesis that refers to that there is relationship between euphemisms and oral communication. On the contrary, two questions, questions 6 and 7 have a P value above 0,05, question 6 has 0,071 and question 7 has 0,810, which said that they accept the null hypothesis that refers that there is no relationship between euphemisms and oral communication.

According to the table of the hypothesis verification, the majority of the questions, 19 questions reject the null hypothesis which means that students have already noticed a relationship between euphemisms to avoid some taboo topics and English conversation while they are speaking during a class or with friends. They admit that euphemisms are useful with vocabulary to improve their oral communication. On the other hand, just 2 questions retain the null hypothesis which means students do not use derivation in euphemisms, this could happen because of the unknowledge of the vocabulary or their roots.

Discussion

The purpose of this research was to see the relationship between euphemisms and oral communication. The results from the survey said that there is a relationship. At the same time, authors that talk about these two variables state that it is an inevitable relation. With this background, Abdelsalam (2018) said that oral production was affected positively in students thanks to euphemisms. Because those students with lack vocabulary in euphemisms have bad performance in spoken discourse. As well as students from Technical University that think that euphemisms could enhance their oral communication process with vocabulary for some situations.

Following that, Yensamer and Khamsaen (2019) presented that English euphemisms were well used by university students when they are speaking and they admit that they can use appropriate words in public speaking thanks to euphemisms. As Uzdu Yildiz (2021) found in his investigation students use different euphemisms to refer to something specific naming death, with a rhetorical question or colloquial expressions. That is something that was questioned by students at the Technical University of Ambato and they answer that they use idioms or colloquial expressions in their oral communication process, as these authors mention, euphemisms are used to talk accurately at the moment.

Finally, Haryati (2020) makes a comparison between taboos and euphemisms when students speak. The result was that euphemisms increase language acquisition because they have an extensive vocabulary to use, therefore students use euphemisms in daily conversation. Students at Pedagogy of National and Foreign Language think that their lack of vocabulary is the reason why they cannot communicate properly. Hence, if they can learn about euphemisms, they can sound smooth, confident, and polite when they talk, that is why the research was proposed to verify if they use euphemisms and their close relationship with the oral communication process.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The theoretical framework explained the formation of euphemisms classifying into 4 categories, word formation devices, phonemic modification, loan words, and semantic innovation. On the other hand, oral communication elements were fluency, grammar, vocabulary, and pronunciation, to make the investigation more specific. These types were necessary to see the relationship that the variables have between each other, with the chi-square test showing ,000 as a success value which determine that there is a relationship between the two variables selected.
- The survey demonstrates the different formation of euphemisms that was used by students in the program. It shows that students use English euphemisms, such as compounding, phonemic replacement, irony, litotes, and particularization. This could happen because those words are the easiest to remember. On the contrary, acronyms, abbreviations, and loan words were the least used by students during their oral communication process, and because of the origin of the words the students do not know the meaning of the acronyms or when to use them.
- The second part of the survey establishes that students use various elements of oral communication in their English conversations. According to their fluency, students hesitate, repeat words and their speed is not the same as in their mother tongue. In addition, they think a lot about the grammar structures to produce the language. Students' vocabulary has a few swear words and idioms or colloquial expressions. Finally, their pronunciation is affected by the stress and intonation those important elements in the oral communication process because they can change the meaning of the word or the sentence.

4.2 Recommendations

- It is recommended that euphemisms and oral communication can be taught together to prove the relevance and the relationship that exist between these two variables as part of the English subject, where students might talk with their classmates, since they can learn euphemisms with idioms through real conversations.
- It is suggested that teachers in the program can implement euphemisms as part of the vocabulary in their students' oral activities by naming the euphemisms and their formation, showing examples that English speakers use in series or movies that characters apply during the conversations.
- It can be added that students should practice elements of oral communication, specially their intonation and stress to have more significance in a conversation because a euphemism that is pronounce without intonation the meaning could vary, so students could give them an unpolite meaning or a polite meaning.

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Annexes

Annex 1: Urkund report



Document Information

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2

Entire Document

TOPIC: "EUPHEMISMS AND ORAL COMMUNICATION" AUTHOR: María Belén Freire Paredes TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes. ABSTRACT Euphemisms are those words or phrases that society uses in their oral communication process to avoid taboo conversations. The present research has the main aim to determine the relationship between euphemisms and the student's oral communication in the Pedagogy of National and Foreign Language Program at the Technical University of Ambato. It was focused on the descriptive method where a validated survey was created in order to apply it to 291 participants of the program. The survey had 21 questions related to the use of the formation of euphemisms and the elements of oral communication. Once the survey was created, the Cronbach Alpha was applied to see the level of reliability of the instrument and a group of 3 experts validated it from their knowledge. Then, the researcher applied the survey to 8 levels of the program, each participant answered it in compliance with their experience in English conversation, and through the chi-square, it was shown that the alternative hypothesis was accepted. Finally, when the results were analyzed, the conclusion was that there is a positive relationship between euphemisms and the student's oral communication process. Keywords: euphemisms, oral communication, formation, elements, taboo.

CHAPTER I.- THEORETICAL FRAMEWORK

1.1 Research Background

The article elaborated by Uzdu Yildiz (2021) analyzed the use of euphemisms in turkey's students' daily language usage. The methodology applied was defined by Warren's classification with a survey with basic questions about euphemisms talking about some topics like

80%

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going to the toilet, giving news of someone's death, and gaining weight. This study was conducted with 383

university students in Turkey. The results of the investigation were that learners use euphemisms especially to name death topics in a pragmatic formation method saying that they "lose someone", in addition, it is frequently

Annex 2: Approval



UNIVERSIDAD TÉCNICA DE AMBATO
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Ambato 30 de septiembre 2022
FCHE-UIC-787-2022 Acuer.

Doctor Mg.
Víctor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por **FREIRE PAREDES MARÍA BELÉN** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR** (PROYECTO DE INVESTIGACIÓN) LA SEÑORITA **FREIRE PAREDES MARÍA BELÉN**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR **“EUPHEMISMS AND ORAL COMMUNICATION”** Y SE DESIGNE COMO TUTOR SUGERIDO A LA **MG. RUTH INFANTE**, DEL PERÍODO ACADÉMICO **OCTUBRE 2022– MARZO 2023**.

Atentamente,



firmado electrónicamente por:
MARCELO
WILFRIDO NUNEZ
ESPINOZA

DR. MG. MARCELO NÚÑEZ ESPINOZA
Presidente



firmado electrónicamente por:
RUTH ELIZABETH
INFANTE PAREDES

anexo: lo indicado (1 hoja)

Annex 3: Institutional approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO
CARTA DE COMPROMISO

Ambato, 05 de octubre de 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Euphemisms and Oral Communication" propuesto por la estudiante María Belén Freire Paredes, portadora de la Cédula de Ciudadanía 1850184464, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente



.....
Lic. Mg. Sarah Jacqueline Iza Pazmiño
Coordinadora de la carrera
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Annex 4: Validated survey



Universidad Técnica de Ambato

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Objective: Collect information to determine the relationship between euphemisms and the oral communication in students of Pedagogy of National and Foreign Language Program at Technical University of Ambato.

Instructions: Read determinedly, fill out and choose the best option based on your own experience.

Remember that: the authenticity of the information will allow us to carry out the research word as truthfully as possible.

Euphemisms: According to Wardhaugh (2010) euphemisms are those words that you could use to avoid certain matter directly, topics that are considering taboos.

Tabooed word: menstruation Euphemism: period

Questionnaire

1. In English conversations when you want to say that something is causing too much blood, do you use: *bloody* instead of *sanguinary*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
2. When using English language, do you prefer to say *SOB* instead of *as son of bitch*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
3. During the English class do you use *Gad or Gosh* instead of *God*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
4. During the English class do you say *shoot* instead of *shit* to sound more polite?
 - a. Never
 - b. Rarely
 - c. Sometimes



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- d. Often
- e. Always

5. During the English class, do you prefer to use the word *homo* to refer to a *homosexual*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
6. When you talk in English, do you use words like *marijuana* or *weed* instead of *cannabis sativa*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
7. When you talk in English it is more usual to hear the word *delicioso* instead of *having sex*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
8. When speaking in English, do you use *irony*? For instance, you say *Oh you arrived very early* when someone is *late*.
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
9. When speaking in English do you use *slept* or *passed away* to describe that someone *died*?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always



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10. When speaking in English do you interpret the meaning of the words from the context? Forexample, the use of *yellow cards* in a football match that means *warning*
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
11. When talking in English in the oral communication process, do you usually hesitate becauseyou don't have enough knowledge of the topic?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
12. When talking in English in the oral communication process do you repeat words because ofthe lack of vocabulary?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
13. When talking in English in the oral communication process, do you speak with the samespeed as in your mother tongue?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
14. Do you think of grammar structures while speaking?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often



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e. Always

- 15.** When talking in English in the oral communication process do you consider grammar structures are important?
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
- 16.** When talking in English in the oral communication process, do you use swear words? For example; *fuck, shit, bitch*.
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
- 17.** When talking in English in the oral communication process, do you use idioms? Such as *break a leg*.
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
- 18.** When talking in English in the oral communication process, do you think stress changes the meaning of a sentence? For example; I said: he stole MY money
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always



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19. When speaking in English in the oral communication process, do you say the same lexical item to refer to a meaning? For example: You have to take CARE of him (taking care of someone) or You have to TAKE care of him (murder).
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
20. When talking in English in the oral communication process do you make use of intonation patterns to give meaning to the message?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
21. Do you think that English euphemisms have a relationship with oral communication?
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly disagree

THANKS FOR YOUR COLLABORATION!

Annex 5: Cronbach Alpha validation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,753	,757	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. In English conversations when you want to say that something is causing too much blood do you use: bloody insted of sanguinary?	59,28	84,663	,447	,532	,732
2. When using English language, do you prefer to say SOB instead of as son of a bitch?	60,81	93,647	,277	,833	,747
3. During the English class do you use Gad or Gosh instead of God?	59,42	84,593	,410	,670	,735
4. During the English class do you say shoot instead of shit to sound more polite?	60,28	90,206	,403	,689	,739
5. During the English class, do you prefer to use the word homo to refer to a homosexual?	60,31	94,218	,112	,699	,757
6. When you talk in English do you use words like marijuana or weed instead of cannabis sativa?	58,81	84,104	,371	,818	,740
7. When you talk in English it is more usual to hear the word delicioso instead of having sex?	59,44	86,483	,348	,630	,741
8. When speaking in English do you use irony? For instance, you say Oh you arrived very early when someone is late	59,06	86,568	,335	,657	,742
9. When speaking in English do you use slept or passed away to describe that someone died?	59,25	86,593	,387	,650	,738
10. When speaking in English do you interpret the meaning of the words from the context? For example, the use of yellow cards in a football match that means warning	58,50	84,771	,508	,847	,728

12. When talking in English in the oral communication process do you repeat words because of the lack of vocabulary?	58,67	94,457	,145	,548	,754
13. When talking in English in the oral communication process do you speak with the same speed as in your mother tongue?	59,67	92,171	,225	,584	,749
14. Do you think of grammar structure while speaking?	59,06	93,711	,141	,726	,755
15. When talking in English in the oral communication process do you consider grammar structures are important?	58,67	97,771	-,049	,770	,766
16. When talking in English in the oral communication process do you use swear words? For example; fuck, shit, bitch.	59,56	90,768	,221	,826	,751
17. When talking in English in the oral communication process do you use idioms? Such as break a leg.	59,75	87,621	,530	,887	,731
18. When talking in English in the oral communication process do you think stress change the meaning of the sentence? For example; I said: he stole MY money	58,28	91,978	,259	,656	,747
19. When speaking in English in the oral communication process, do you say the same lexical item to refer to a meaning? For example: You have to take CARE of him (taking care of someone) or You have to TAKE care of him (murder)	59,36	90,123	,387	,790	,740
20. When talking in English in the oral communication process do you make use of intonation patterns to give meaning to the message?	58,97	90,713	,421	,563	,739
21. Do you think that English euphemisms have a relationship with oral communication	58,22	90,978	,340	,705	,742

Annex 6: Checklist validation

	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire											
The items allow to accomplish the objective of the research.											
The items are distributed in a logical and sequential way											
The number of items is enough to collect data. If not, suggest the items to be included.											
APPLICABLE				NOT APPLICABLE							
Validated by:						ID:			Date:		
Signature:						Email:					
Place of work:						Academic degree;					
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247											

Annex 7: Checklist validated



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CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
2	/		/		/		/		/			
3	/		/		/		/		/			
4	/		/		/		/		/			
5	/		/		/		/		/			
6	/		/		/		/		/			
7	/		/		/		/		/			
8	/		/		/		/		/			
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11	/		/		/		/		/			
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13	/		/		/		/		/			
14	/		/		/		/		/			
15	/		/		/		/		/			
16	/		/		/		/		/			
17	/		/		/		/		/			
18	/		/		/		/		/			
19	/		/		/		/		/			
20	/		/		/		/		/			
21	/		/		/		/		/			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE										/	NOT APPLICABLE	



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Validated by: Dr. <i>Hayon Chumbocá</i>	ID: 1802696458	Date: 31/10/2022
Signature: <i>[Handwritten Signature]</i>	Email: <i>clsa.mchumboca@uta.edu.ec</i>	
Place of work: <i>UTA</i>	Academic degree: <i>Master in Bilingual Education</i>	
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247		



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CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
16	✓		✓		✓		✓		✓			
17	✓		✓		✓		✓		✓			
18	✓		✓		✓		✓		✓			
19	✓		✓		✓		✓		✓			
20	✓		✓		✓		✓		✓			
21	✓		✓		✓		✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE										NOT APPLICABLE		



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Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247		



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CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/					
2	/		/		/		/					
3	/		/		/		/					
4	/		/		/		/					
5	/		/		/		/					
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16	/		/		/		/					
17	/		/		/		/					
18	/		/		/		/					
19	/		/		/		/					
20	/		/		/		/					
21	/		/		/		/					
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire											X	
The items allow to accomplish the objective of the research.										/	/	Yes / No partially
The items are distributed in a logical and sequential way										/	/	Partially
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE										/	NOT APPLICABLE	



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Place of work: <i>Universidad Técnica de Ambato</i>	Academic degree: <i>Magister</i>	
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247		