

**EUPHEMISTIC STRATEGIES OF MALE
AND FEMALE FACEBOOK USERS: A
SOCIOCOGNITIVE STUDY**

BY

NIDA TARIQ



NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

OCTOBER, 2021

**Euphemistic Strategies of Male and Female Facebook Users:
A Sociocognitive Study**

By

NIDA TARIQ

BS (Hons), National University of Modern Languages, 2018

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In English

To

FACULTY OF ARTS AND HUMANITIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

© Nida Tariq, 2021



THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Arts and Humanities for acceptance.

Thesis Title: Euphemistic Strategies of Male and Female Facebook Users: A Sociocognitive Study

Submitted By: Nida Tariq

Registration #: 1602-MP/ELING-F18

Master of Philosophy

Degree name in full

English Linguistics

Name of Discipline

Dr. Samina Qayyum

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Muhammad Safeer Awan

Name of Dean (FAH)

Signature of Dean (FAH)

Prof. Dr. Muhammad Safeer Awan

Name of Pro-Rector Academics

Signature of Pro-Rector Academics

Date

AUTHOR'S DECLARATION

I Nida Tariq

Daughter of Tariq Ahmad

Registration # 1602-MP/ELING-F18

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages, do hereby declare that the thesis **Euphemistic Strategies of Male and Female Facebook Users: A Sociocognitive Study** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

Signature of Candidate

Name of Candidate

Date

ABSTRACT

Title: Euphemistic Strategies of Male and Female Facebook Users: A Sociocognitive Study

Language is susceptible to the influence of social media in general and Facebook in particular. Facebook provides an interactive environment for modelling and socio cognition of its users with respect to behavior, thoughts, ideas and language. The influence of Facebook in terms of language strategies such as euphemism is different for both the genders since males and females tend to use Facebook distinctively and their languages are also known to be different from each other. The present study attempted to explore this impact of Facebook on the language strategies of its users with regards to euphemism. A sample of 120 Undergraduate students comprising 60 boys and 60 girls from two institutes at Mardan was chosen for the study. The sample had 60 Facebook users and 60 non-users. Concepts from Bandura's Social Cognitive Theory were used to explore and explain the impact of Facebook on its users. The comparative analysis of users with non-users of Facebook showed the impact of Facebook with respect to various aspects of socio cognition. Findings showed that Facebook users were more euphemistic than non-users. They had a more enriched vocabulary which helped them formulate more eloquent euphemistic strategies than the non-users of Facebook. They were found to be more aware of euphemism in that they showed better recognition and knowledge of euphemism. They had higher aptitudes with respect to the use of euphemism and used greater variety of euphemistic strategies as compared to the non-users. The impact of Facebook was further compared for male and female users to find out how gender fits in sociocognitive theorization. The Female users were seen to undergo greater observational learning than males which validated their higher aptitude with regards to euphemism than male users. Female users also had higher outcome expectancies than male users. However, despite their higher aptitude than male users, female users had lower self-efficacies than male users. The findings thus showed that Facebook influences both the genders in a different way in terms of developing their outcome expectancies, aptitudes and observational learning patterns. The study can be extended further by future researchers using the same framework to study euphemism on social media other than Facebook or by including participants from other age groups and cultures.

TABLE OF CONTENTS

Chapter	Page
THESIS AND DEFENSE APPROVAL FORM	ii
AUTHOR'S DECLARATION	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES.....	x
ACKNOWLEDGMENTS	xii
DEDICATION.....	xiii
1. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Language Use:A free Choice.....	3
1.3 Socio Cognition of Euphemistic Strategies: The Role of Facebook.....	5
1.4 Impact of Facebook on Language across Genders.....	6
1.5 Problem Statement.....	7
1.6 Research Objectives.....	7
1.7 Research Questions.....	7
1.8 Significance of the Study.....	8
1.9 Delimitations.....	8
1.10 Limitations of the Study.....	8
1.11 Chapter Breakdown.....	11
2. LITERATURE REVIEW	12
2.1. Conceptual Literature.....	12
2.2. Review of the Related Works.....	16
2.3. Theoretical Framework.....	25
3. RESEARCH METHODOLOGY	32
3.1. Research Design and Approach.....	32
3.2. Population and Sampling.....	32
3.3. Data Collection.....	35
3.4. Data Analysis.....	38
3.5. Breakdown of Data Analysis.....	43
4. DATA ANALYSIS	47
4.1. Data Analysis of Male and Female Facebook Users.....	47
4.2. Data Analysis of Facebook Users and Non-Users	87

5. FINDINGS, DISCUSSION AND CONCLUSION	117
5.1. Exploring Euphemism for Male and Female Users	117
5.2. Comparison of Users and Non-Users.....	123
5.3. Summary of the Findings.....	126
5.4. Recommendations for Future Studies.....	128
5.5. Conclusion.....	128
6. REFERENCES.....	130
7. APPENDICES.....	135

LIST OF TABLES

Table	Pg
Table 3.1: Details of Initial Participants in the Study.....	33
Table 3.2: Selection Criteria for the Participants	34
Table 3.3: Sample of the Study	35
Table 3.4: Data Collection Tools and Their Purposes	36
Table 3.5: Subject Matters Included in Sheets 1, 2, 3	38
Table 4.1 a: Euphemistic Strategies of Male and Female Users in Sheet 1.....	47
Table 4.1 b: Euphemistic and Non-Euphemistic Responses of Male and Female Users in Sheet 1.....	50
Table 4.2 a: Euphemistic Strategies of Male and Female Users in Sheet 2.....	52
Table 4.2 b: Euphemistic and Non-Euphemistic Responses of Male and Female Users in Sheet 2.....	54
Table 4.3 a: Euphemistic Strategies of Male and Female Users in Sheet 3.....	56
Table 4.3 b: Euphemistic and Non-Euphemistic Responses of Male and Female Users in sheet 3.....	58
Table 4.4: Euphemistic Strategies per Subject Matter in Decreasing Order of their Occurrence.....	60
Table 4.5: Euphemistic Strategies Most and Least Preferred per Subject by Male and Female Users.....	62
Table 4.6: Euphemistic and Non-Euphemistic Responses per Subject Matter.....	65
Table 4.7: Overall Euphemistic Strategies in Decreasing Order of occurrence...68	
Table 4.8: Overall Euphemistic and Un-Euphemistic Responses of Male and Female Users.....	72

Table 4.9:	Aptitude of Male and Female Users in Producing Euphemism	73
Table 4.10:	The Outcome Expectancies of Male and Female Facebook Users....	75
Table 4.11:	Responses of Male and Female Facebook Users in Questionnaire....	77
Table 4.12:	Quantitative Measure of Modelling Regarding Language Strategies..	79
Table 4.13:	% Uncertainty in Responses of Male and Female Facebook Users...	81
Table 4.14:	Quantitative Measure of Modelling for Female Users.....	83
Table 4.15:	Quantitative Measure of Modelling for Male Users.....	84
Table 4.16:	Self-Efficacy Beliefs and Aptitudes of Female Facebook Users w.r.t Euphemism.....	86
Table 4.17:	Self-Efficacy Beliefs and Aptitudes of Male Facebook Users w.r.t Euphemism.....	86
Table 4.18:	Euphemistic Strategies of Facebook Users and Non Users in sheet I..	88
Table 4.19:	Euphemistic and Non-Euphemistic Responses of Facebook Users and Non Users in Sheet 1.....	91
Table 4.20:	Euphemistic Strategies of Male and Female Users in Sheet 2.....	93
Table 4.21:	Euphemistic and Non-Euphemistic Responses of Male and Female Users in Sheet 2.....	94
Table 4.22:	Euphemistic Strategies of Male and Female Users in Sheet 3.....	96
Table 4.23:	Euphemistic and Non-Euphemistic Responses of Male and Female Users in Sheet 3.....	98
Table 4.24:	Pashto Euphemism Mixed with English Euphemism.....	100
Table 4.25:	Euphemistic Strategies per Subject Matter in Decreasing Order of their Occurrence.....	101
Table 4.26:	Euphemistic Strategies Most and Least Preferred per Subject by Male and Female Users.....	103

Table 4.27:	Euphemistic and Non-Euphemistic Responses per Subject Matter.....	105
Table 4.28:	Overall Euphemistic Strategies in Decreasing Order of Their Occurrence.....	109
Table 4.29:	Overall Euphemistic and Un-Euphemistic Responses of Male and Female Users	112
Table 4.30:	Aptitude of Facebook Users and Non-Users in Producing Euphemism	113
Table 4.31:	Outcome Expectancies of Facebook Users and Non-Users	115

LIST OF FIGURES

Figure	Pg
Figure 1: Euphemistic and non-Euphemistic Responses of Female users (Sheet 1)..	51
Figure 2: Euphemistic and Un-Euphemistic Responses of Male users (Sheet 1).....	52
Figure 3: Euphemistic and Un-Euphemistic Responses of Female users (Sheet 2)...	55
Figure 4: Euphemistic and Un-Euphemistic Responses of Male users (Sheet 2).....	55
Figure 5: Euphemistic and Un-Euphemistic Responses of Female users (Sheet 3)....	59
Figure 6: Euphemistic and Un-Euphemistic Responses of Male users (Sheet 3).....	59
Figure 7: % Occurrence of Euphemistic Responses of Male and Female Users Per Subject Matter.....	66
Figure 8: % Occurrence of Non-Euphemistic Response of Male and Female Users per Subject Matter.....	67
Figure 9: Euphemistic Strategies of Female Users in Decreasing Order of Occurrence..	70
Figure 10: Euphemistic Strategies of Male Users in Decreasing Order of Occurrence...	70
Figure 11: Aptitudes of Male and Female Users.....	74
Figure 12: Outcome Expectancies of Male and Female Users.....	76
Figure 13: Overall Euphemistic and Non-Euphemistic Responses of Male and Female Users.....	76
Figure 14: % Change in Euphemism of Male and Female Users.....	81
Figure 15: Ratio of Euphemistic To Non-Euphemistic Response of Users (Sheet 1)...	92
Figure 16: Ratio of Euphemistic to Non-Euphemistic Responses of Non-Users (Sheet 1).....	92
Figure 17: Ratio of Euphemistic to Non-Euphemistic Responses of Users (Sheet 2)...	95
Figure 18: Ratio of Euphemistic to Non-Euphemistic Responses of Non-Users (Sheet 2).....	95

Figure 19: Ratio of Euphemistic to Non-Euphemistic Responses of Users (Sheet 3).....	99
Figure 20: Ratio of Euphemistic to Non-Euphemistic Responses of Non-Users (Sheet 3).....	99
Figure 21: Euphemistic Responses of FB Users and Non-Users per Subject Matter....	107
Figure 22: Non-Euphemistic Responses of FB Users and Non-Users per Subject Matter.....	107
Figure 23: Euphemistic Strategies of FB Users in Decreasing Order of Their Occurrence.....	110
Figure 24: Euphemistic Strategies of Non-Users in Decreasing Order of Their Occurrence.....	111
Figure 25: Overall Euphemistic and Non-Euphemistic Responses of FB Users and Non-Users.....	112
Figure 26: Aptitude of Users and Non-Users.....	114
Figure 27: Outcome Expectancies of Users and Non-Users.....	116

ACKNOWLEDGEMENTS

I am thankful to Allah, without the will of whom I would not have been able to complete this challenging task.

I owe thanks to Prof. Dr. Muhammad Safeer Awan, Dean Faculty of Arts and Humanities, Dr. Sibghatullah Khan, Head of the Department of English for their cooperation in the entire process. I would like to express my deepest thanks to my mother, who always inspired and encouraged my pursuit of this degree. I extend my sincerest gratitude to my supervisor Dr. Samina Qayyum who has consistently guided and corrected me with the intent of bringing out the best in me. Despite having to read through screeds of incoherent sentences, she has always given positive and constructive advice and has been extremely helpful in times of need. Lastly, I would like to thank the English Department of NUML for offering me the academic and creative space, to bring this thesis to life.

Thank you all.

DEDICATION

This thesis is dedicated to my mother for her love, endless support and encouragement.

CHAPTER 1

INTRODUCTION

The study of the Variationist sociolinguistics has recently become of increased importance and interest for researchers in the domain of applied linguistics. It encompasses a variety of different relationships of elements of human language and demographics. An in-depth study of the relationship between a speaker's choice of words or lexical items and the meanings they manifest, may help greatly in getting a clear understanding of the ways in which communicative systems work in different communities. Within sociolinguistics, the relationship between gender and language has remained the major focus and interest of researchers and has been explored with main focus on differences between the language of male and female from different angles with different methodologies (Bakhtiar, 2011; Gumperz, 1982; Hysi, 2011; Simpkins & Rink, 1982) These researches have mainly laid emphasis on the differences in language as used by the genders. The gender factor in language usage, however, is not just a reflection of the differences in language between males and females, but is also a reflection of their differing attitudes and perceptions of language and of their environment (Dong, 2014). As discussed above, the differences between males' and females' language usage have been studied from different angles with different methodologies but with little regard to the language users' exposure to certain external stimuli like their environment, media like broadcast and social media etc. This neglected aspect is in fact very important to the understanding of the differences in language usage of not only males and females, but of language speakers belonging to different age-groups, cultural and socio-economic backgrounds. This important aspect underlying learning, if touched upon effectively, can lead to the depth of understanding of the cognitive processes involved in language acquisition. The common methodologies in Variationist sociolinguistics can thus be used to tap an important area of knowledge which is vital to the understanding of the factors underlying the differences in peoples' language usage.

1.1 Background of the Study

The populace's reliance of the conventional media like print media like newspapers and electronic media such as television and radios has long been taken over

by latest media like smartphones and social media platforms. Not only have the modes and media of information propagation been largely replaced, but the ways in which news and information is published and accessed around the world have also been largely reformed. While it used to take hours and even days for news and information to reach the general public, today every other person in the world has a smart phone and can receive the latest news and information within a fraction of a second. The revolutionary aspect of modern technology is that apart from easy access to news, trends and information, the users now have got platforms where they can communicate their feelings, emotions and viewpoints on the news, information and trends being shared. The language used by the users while expressing their views and reactions on social media platforms like Facebook bears significance in determining trends. Effective language strategies play an important role in building and strengthening the public opinion and narrative about issues arising in day to day life. The users tend to accommodate and incorporate such language strategies in their own expressions to make their viewpoints elaborate and effective to their audience (Aschale, 2013). On the other hand, there are instances where certain expressions in language can be displeasing and offensive to the audience. The users then tend to avoid such expressions while addressing issues on social media like Facebook. Thus, besides revolutionizing other aspects of our lives including our perceptions of events, attitudes and behaviors occurring around us, social media in general and Facebook in particular is playing a role in developing the users' expectations regarding sensitive issues and language usage as well.

Facebook has a huge popularity and according to the latest statistics, it leads in terms of the most popular social media networks leaving other huge platforms like twitter and Instagram far behind. Facebook enjoys popularity among users of all genders, age-groups and geographies. 65% of Facebook users are under 35 years of age (Statista, 2019) and among these users, 98% are those who access Facebook through their mobile phones. In this way, billions of users of smart phone interact on Facebook anytime and anywhere without regard of the boundaries of time and space. Thus Facebook is not just limited to speakers of one particular language but it provides an interface to the people from all over the world who speak a variety of languages to interact with each other. While doing so, mostly English is used as common medium

of communication. Thus many people who speak English as a foreign language or as their second language get a chance to interact with other speakers of English from all over the world, giving them a considerable time of exposure to this language. In other words, socializing on Facebook grooms the users such that apart from imparting knowledge, building narratives, developing ideas and insights, it also plays a role in improving English as a language in terms of interpersonal skills such as communication skills and letting them adopt language strategies that fit in specific circumstances.

The development of communication skills and language strategies of the 'Facebook users' with respect to euphemism has scarcely been touched upon by researchers in the important fields of linguistics like socio-linguistics and English Language Teaching and Learning. This is partly because researchers in these fields focus mainly on controlled environments in which language is taught and learnt. Thus an important aspect of language learning driven through long term active exposure to social media platforms like Facebook is usually neglected and not taken into account. This aspect, if taken into account, will pave the way to introduce the concept of uncontrolled, unconscious and naturally occurring learning through constant exposure. Although researchers in the field of English language teaching have highlighted the concept of peripheral learning, but such learning too is limited to a controlled setting like language learning classrooms (Fatemipour, 2013). The fact remains that there are a multiple elements underlying natural learning, one of the most important of which is exposure of users to interactive environments like those provided by Facebook. Such an exposure is commonly referred to as socialization and social media like Facebook provide great platforms for socialization (Sulaiman et. al., 2015). The social media users' socialization is manifested in the users' language differently, that is, the influence of such an exposure of the users' language choices differ from person to person.

It is the scope of this study to explore this variation of language strategies across users belonging to both genders.

1.2 Language Use: A Free Choice

Along the course of exploration and analysis of human language, it must be remembered that the language that we speak is of our own accord and is largely influenced by our expectations regarding the linguistic features that we employ.

Everyone has different expectations and perceptions regarding different linguistic choices due to which everyone has his own unique styles in language. This lays the groundwork for disciplines like critical discourse analysis and stylistics. Language is thus a free choice for everyone and is a part and parcel of users' personalities and behavior. Language itself is a behavior that is determined by our unique linguistic styles just like all other physical behaviors (Trudgill, 1974). Language, as a verbal behavior, thus falls directly under the Sociocognitive Theory according to which, when people observe and experience instances of a behavior, they develop expectations around the behavior, based on either their own experiences or those of others. According to social learning theorists, the observed behavior is later replicated or refrained from, based on how the expectancies surrounding the behavior have earlier developed (Bandura, 1997).

Appropriating the Sociocognitive theory to linguistic behavior in particular, it is understood that users of a language observe the instances of language usage around them in day to day lives and internalize these instances, which is called 'modelling' in the terminology of the Sociocognitive Theory. Along with observing the instances of language usage, people also internalize the social expectation around the language usage and the contexts in which it is used in that particular way. The social expectation around language usage simply means the ways in which the language use is received widely. In the terminology of Sociocognitive Theory, such an expectation is called 'outcome expectancy'. The language user then has the choice to either adopt the feature of language or refrain from it in real life, based on his judgment of how the language feature has been received or evaluated by recipients (Atkinson, 2018).

Language is a free choice also because every individual internalizes schemes around the language usage differently. Every individual has thus a different observation, which means that he has had an experience different from other individuals and thus, has been modelled differently from everyone else. An individual then develops outcome expectancies around language usage which differs from others and is based on his own observation and modelling. Thus when a language user exercises his free choice in language usage, it is reflected in his unique style of language use. In short, the language style of all language users is unique because of the different ways in which they have been modelled and the different outcome expectancies they have developed (Atkinson, 2010; Wheeler, 2005).

1.3 Sociocognition of Euphemistic Strategies: The Role of Facebook

Sociocognition is a phenomenon that takes place when humans are placed in a setting where they can socially interact. This socially interactive setting provides a relevant situation which is ideal for cognitive processes to occur in the minds of participants in the setting. The participants observe, perceive and adopt by exposure to the models of behaviors in such meaningful settings. Such learning has been referred to as ‘modeling’ by (Bandura, 2002). In language use, Facebook provides a useful platform for interaction. Facebook is a widely used platform on which Facebook Users come together and interact. Facebook thus promotes a socio-cognitive learning of language among its users, that is, it provides the Facebook Users with models of written or spoken language that they can observe, interact with and consequently learn from. Facebook has emerged as a potentially strong source of influence on attitudes and behaviors of its users, including their language strategies and styles. Moreno (2013) describes Facebook as a powerful medium which has the tendency to influence its users' attitudes, intentions, or behaviors. Human language itself is a behavior that is learnt in a social setting such as Facebook.

Language always comes in context and depends largely on it. Consequently, there are some aspects that affect language including the social structure, the social environment, and values of the society. Keeping in view the said variables, every language has certain words, expressions which are considered highly sensitive and inappropriate by the people. This is because the subject matter that it subscribes to, is considered taboo (Trudgill, 2000). Taboos exist in all languages and cultures and each society has its sets of taboos. Taboos correspond to the cultural beliefs of the society (De Klerk, 1992). There are taboos that are universal while other are culture-specific. To cope with such matters, and to prevent face threatening and impoliteness, people tend to look for substitutions that can abate the powerful effect of taboos (Tamimi, 2017). These substitutions are called euphemisms. There are different ways within a language in which people can express themselves. One such feature of language is euphemism which is used for many purposes like face saving, politeness and in dealing with sensitive or controversial issues such as taboos.

Facebook lets its users observe the language of other Facebook users in their posts and comments and allows them to observe the response which these posts and comments may evoke. Consequently, the Facebook users learn about socially acceptable and unacceptable, preferred and non-preferred use of language. They also learn ways to avoid using socially unacceptable words and expressions that may provoke aggression or sound impolite. Thus, Facebook can influence their language by incorporating euphemistic strategies to make their expression sound more appropriate and acceptable. This is the core concept of socio cognition i.e. to observe, develop outcome expectancies by observing reactions and getting feedback, and allowing one's own behavior to be influenced as a result of the observation and feedback (Clark & Chalmers, 1998).

1.4 Impact of Facebook on Language across Genders

Researchers in the field of Variationist Sociolinguistics have been extensively involved in studying the relationship of gender and language for many decades. Cameron (2000) notes that there is a relationship between language and gender which cannot be overlooked.

There have been many works on the linguistic differences of men and women. Trudgill (1974) studied the spoken language of native British women of Norwich and found that women use standard and prestige language more frequently than men. His study also showed that male speakers are more likely to use working class nonstandard speech and on the other hand, women are more likely to use forms that are considered 'proper'. The same idea was reaffirmed by many other researchers' studies. Holmes (1995) has formulated several universals regarding language and gender such as; women and men developing different patterns of language use; women using more standard forms than men from the same social background and in the same social context; and women being stylistically more flexible than men.

Like other social influences, Facebook impacts both genders differently. Mallema (2014) has discussed how men and women not only use Facebook differently, but are influenced differently by the content in the posts shared by their friends and connections on Facebook. It becomes obvious that when Facebook has a different impact on either gender, they may be inclined to use language differently on Facebook.

This can be taken to include all aspects of language strategies including euphemistic strategies etc. The aim of this study is, then, to investigate the impact of Facebook on its users, and to compare how differently or similarly Facebook influences the language of its male and female users.

1.5 Problem Statement

The differences in euphemism used across cultures, genders and age groups have been explored in other scholarly articles, however, the impact of Facebook on the language strategies of its users' with respect to 'euphemism' is yet to be seen. The same impact remains unexplored across genders. The present study has sought to fill this gap by studying the impact of Facebook on the euphemism of male and female Facebook users at Mardan, Khyber Pukhtoonkhwa, Pakistan. This study has explored the impact of Facebook on its users with regards to euphemism, by comparing their euphemistic strategies with those of non-users. It has also explored how differently Facebook influences the euphemistic strategies of the male and female users. The study has attempted to find out the extent to which Facebook can play a role in influencing the language patterns of its users with respect to euphemism.

1.6 Research Objectives

This research has been carried out with the intent to achieve the following objectives.

- i. To explore the difference of impact of Facebook on euphemistic strategies across users of both genders.
- ii. To compare the euphemistic strategies of Facebook Users with those of the non-users.

1.7 Research Questions

The present research has aimed to answer the following research questions.

- i. What is the difference in the way Facebook influences the euphemistic strategies of male and female Facebook users?
- ii. How do the euphemistic strategies of Facebook Users differ from those of the non-users?

1.8 Significance of the Study

The present study involves the relationship of Facebook and socio cognition and its significance in language learning. Thus, it has significance for Facebook and other social media users in general and for language learners in particular. The study will help to build a clear view of the potential of Facebook in contributing to the communication skills in terms of alternative language strategies like euphemism. The study can also be generalized to include other features of language in relationship to socio cognition.

Studies related to understanding and exploring the ways in which different societies deal with taboos and euphemistic language provides the much needed socio-cultural and pragmatic perspective to language usage. Such studies also help in shedding light on the social and psychological factors that influence peoples' use of language. The present study has placed special focus on Facebook Users of both genders and has compared how language of different genders are affected differently. It also attempted to shed light on male and female Facebook Users' perceptions of the use of taboos or sensitive subject matters.

1.9 Delimitation

This study is delimited to exploring the impact of Facebook on language with regards to the use of euphemism alone. No other literary device has been investigated in the present study.

1.10 Limitations of the Study

Each research and exploratory study has its own shortcomings and limitations but the unusual circumstances in which this particular study was carried out made it even harder and more challenging. The timeline in which the task fell to be taken up was the nerve testing period when second wave of Covid-19. Some of the exceptional limitations were experienced in this study and the strategies adopted to cover them up were as follows:

The first issue which was come across at the initial stage even before data collection was the refusal of granting permission by the principals of two of the four colleges intended to be visited for the study. As a matter of fact, due to the ever increasing positivity rate of Covid-19, the colleges remained closed for an unusually

long period of time, i.e., from March 14 to September 15, 2020 in the first phase and from November 24, 2020 to January 10, 2021 in the second phase. The reopening of the educational institutions was subject to the condition of strict observance of the Standard Operating Procedures (SOPs) issued by the National Command and Operation Center (NCOC). When the colleges were allowed to open following a long period of closure, the principals and the staff had a huge challenging task ahead of them. They not only had to ensure the following of all the recommended SOPs but side by side the timely completion of course outlines within restricted time frame was another uphill task to be accomplished without fail. In wake of such uncertain and unprecedented situation, the principals of these colleges decided not to allow the students to engage in activities other than academics. Due to this reason the permission to collect data for the study was not granted by the principals of two out of four colleges and hence the students from those colleges could not be included in the study. The principals of the other two colleges were gracious enough to grant permission subject to the strict compliance of the following terms and conditions;

- i. All the questionnaires and data collection tools must be distributed and collected on the same day under the supervision of the researcher along with one of the faculty members assigned as a moderator by the HOD of the department concerned.
- ii. All the SOPs must be followed strictly during the entire process of distribution and collection of data.
- iii. The researcher would not be allowed a second visit in this connection and everything related to the study had to be completed on the day and date formally permitted for the purpose.

In compliance with terms and conditions mentioned above, it was not possible to collect data through interviews as the latter is time consuming and could not have been completed in the short time allowed. Hence only the questionnaires consisting of close ended and open ended questions were used to collect data.

To compensate for the deficiency in the number of participants, resulting from the refusal of permission by two of the colleges, it was decided that the gap would be filled by including more participants from the colleges for which the permission to conduct the study had been granted. In this way the size of the intended sample was

kept undisturbed though the variety of the participants was compromised a bit. Consequently, sixty instead of thirty participants were included from each of these colleges including thirty Facebook Users and thirty Non-users belonging to both genders.

Some of the participants provided incomplete data by leaving some of the questions un-answered while few others completely withdrew from providing feedback. Such issues were anticipated and to cope with such problems, surplus questionnaires and tools were distributed among as many available volunteering students of the target population as possible, to cover the deficit. To ensure the credibility and accuracy, no attempt was made to fill in fake data in the spaces left empty or un-responded by the participants. Rather such incomplete Questionnaires were completely discarded from the study and only the data complete in all respects was taken into account. There was thus no compromise on originality and genuineness of the data and hence the credibility of the findings and the results.

Apart from limitations in the data collection process, the study also has a few limitations in methodology. The first of these is that it did not evaluate the responses of Facebook users in the natural setting of Facebook itself, rather data was collected from the participants of the study through Questionnaires. The next limitation is related to the data collection tools used in the study. These tools had both advantages and downsides to them. The limitation of the data collection tools was that they did not and could not possibly gather in-depth data about the natural writing style of male and female Facebook users and non-users, that is, it did not collect data in form of essays or passages that would have yielded more favorable results. The reason for designing the tools to collect short responses in form of words and expressions was that the comparison of responses in such a format was fit to be analyzed quantitatively to yield results. On the other hand, evaluation and cross comparison of data in form of larger passages and essays could not be done as objectively as could have been done in former case. Further, the time allowed to complete the process was not enough to collect data in form of passage writing. The data collection tools collected data from the participants in form of shorter expressions and words which had the advantage of larger probability of occurring and could easily be put under the tags/categories of euphemistic strategies for the purpose of cross-comparison and analysis. It was also easier to organize such

data in tables, histograms, pie charts and bar charts. Moreover it was easier to devise formulae for the analysis of such data.

Another limitation was that the study was delimited only to Facebook users and users of other important social media platforms like Twitter, Instagram etc., were not included. Adding more social media platforms would have increased the scope of the research and would have made it more generalized for 'social media users' rather than just Facebook users. However, the rationale for including only the Facebook users in the study and not the users of other social media platform was that there would have been a bulk of data to handle and the quality of the data analysis would have possibly been compromised.

1.11 Chapter Breakdown

This study has been divided into a total of five chapters. The first chapter is introductory and it puts forward the objectives, the significance and the limitations and delimitations of the study as well apart from providing a brief introduction to the study and touching upon important aspects of the present study.

The second chapter gives a thorough literature review which includes the conceptual literature such as the terms and concepts used in this study. Review of the works related to the present study is also provided in chapter two.

The third chapter provides a thorough detail of the research methodology. It sheds light on the population and sample of the study, the criteria for sampling, the data collection media, modes and their purposes. It provides details of all the tables, in which the data has been classified and tabulated. Furthermore, this chapter also provides the theoretical framework of this research which is mainly the seminal work of Albert Bandura on the Sociocognitive Theory. The way the theoretical framework has been operationalized and appropriated according to the need of the present study has also been discussed in this chapter.

Chapter 4 covers data analysis of male and female users of Facebook as well as the data analysis of Facebook users including both genders and non-users which addresses the first and second question of the research respectively. Chapter 5 includes the detailed findings and discussion around the data analyzed in chapter 4. It also provides conclusion to the study and, keeping in view the limitations and delimitations of the present study, it provides recommendations for future studies.

CHAPTER 2

LITERATURE REVIEW

This chapter provides the conceptual and empirical literature reviewed for the present study. Since various euphemistic strategies recur in the data analysis, the conceptual literature relevant to the present study is based on euphemism and its numerous types. The following section of conceptual literature has shed light on all the strategies occurring in the present study.

2.1 Conceptual Literature

Since the present study deals with euphemistic strategies of male and female users and non-users of Facebook, it is vital to understand the concept of euphemism and its usage.

2.1. a Euphemism

The word euphemism stems out of the Greek word ‘euphemia’. It can be broken down as ‘eu’ which in Greek means ‘good’ and ‘phem’ which means ‘sound’ or ‘speech’. Thus, combined it can mean ‘speaking gloriously of’, or ‘flattering speech’ or praise. Euphemism is thus a literary device that is used as a substitute for a word or expression for various purposes. The Merriam-Webster dictionary defines euphemism as “the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant” (euphemism, 2020). It has found its use in many ways in language. It may be used by someone to be polite and avoid offence. It can even be used to be impolite in some cases. Euphemism can be used to be indirect, again for the reason of being polite to avoid offence. It can be used to soften an expression by reducing an unwanted effect of the expression.

Pyles (1970) describes euphemism as a term that replaces a taboo word in a language. Accordingly, when a word acquires a negative connotation, Lakoff (1975) believes that people tend to substitute them with euphemisms that do not carry the same uncomfortable effect. Along with the same line, Gomez (2012) refers to euphemism as the substitution of an unpleasant word by another, pleasant one when the first is to be avoided for reasons of religious fear, moral scruples or courtesy”. According to Howard

(1985), such euphemistic substitution of an offensive expression is done usually by another softer, more ambiguous expression, or a periphrastic one.

If the importance and inevitability of its use are to be understood, Rawson (1981) believes that they are so necessary and so deeply embedded in our day to day linguistic use that those of us, who pride themselves on being outspoken and straightforward, cannot get through a day without using them. Brown and Levinson also observe that people naturally tend to keep their face intact and strive to present themselves modest and polite. They avoid using language that may threaten face or aggravate social sentiments of other people. Euphemism is used in many different ways. The various forms in which it is used in written expression are as follows.

i. Abstraction

Abstraction is the form of euphemism, in which the subject in question is converted into an abstraction. The most common example of abstraction is referring to someone's death as 'passing away' rather than simply dying (Pinker, 2007; Lanham 1991)

ii. Indirection

In this form of euphemism, the expressed realities are referred to indirectly such as correctional facility for jail, economically disadvantaged for poor, vertically challenged for fat, a person who is economical with truth instead of a liar etc. (Pinker, 2007)

iii. Litotes

In this form, either double negatives or a single negative helps ward off attention from what may otherwise sound offensive, for example, referring to someone ugly as 'not very attractive' or even as 'not unattractive' (Lanham, 1991). Although the two are euphemisms for a single word ugly, they vary in degree of politeness. The latter is more polite than the former which is closer to reality than the latter and substitutes the offensive word ugly. Similarly using 'not true' for a lie, and 'not very tall' for short are other similar examples of litotes.

iv. Modification

In modification, certain offence-causing nouns are converted into adjectives to make it appear like an association of a characteristic of the noun with a person rather than directly using the noun. For example referring to a socialist as someone has socialist leanings rather than labeling them a socialist outright, referring to a criminal as someone who has criminal tendencies (Pinker, 2007).

v. Substitution

Substitution is a euphemistic strategy that involves substituting a word or expression with another e.g. washroom/ restroom for toilet or lavatory. This may include one word substitution, two word substitution or multiple word substitutions. The greater the number of words substituting an expression, the greater is the euphemistic effect of the expression. This strategy may include 'general for specific' substitution which is the practice of using a more general expression by avoiding specifics of something that might be taboo e.g. 'using the bathroom' instead of the excretory action itself (Crespo, 2005).

vii. Metaphor

Many a time, euphemistic effect can be achieved by referring to a reality metaphorically e.g. referring to the need of urinating as getting 'the call of nature' (Pinker, 2007).

viii. Overstatement/ Glorification

Overstatement refers to the practice of stating something in a way that it exaggerates the reality. Overstatement can be used both as a dysphemistic and as a euphemistic strategy (Pinker, 2007). As a euphemistic strategy, overstatement exaggerates a mediocre reality in a glorifying way. Hence, Overstatement as a euphemistic strategy is called glorification. Example of overstatement/ glorification are 'flight to glory' for death, 'visual engineer' for a window cleaner, 'domestic engineer' for housemaid and 'home maker' for a housewife etc.

ix. Implication

The use implication for the purpose of euphemism is an old practice. Implication refers to the act of suggesting something without saying it. Generally, implications are used in various types of social issues such as social stratification, social disorganization, social inequality, work and occupation, economic issues etc. (Lanham, 1991).

x. Humourization

Humourizing something means casting something in an amusing light or to speak humorously about it. Sometimes in order to quell the gravity of a subject matter under discussion, people tend to humourize it to make it appear less offensive to talk about. This strategy works almost opposite to all the rest, because unlike other strategies in which the subject is dealt with great precaution, humourization as a euphemistic strategy takes a more easy-going approach to the subject matter. Despite that, humourization tends to achieve more or less the same euphemistic effect as the other euphemistic strategies (Dyrel, 2016).

xi. Political Correction

There are certain words that are intended to prevent offense when describing groups marked by external characteristics such as race, gender, culture, or sexual orientation. Such words do so by replacing the words that may cause offence based on gender, race and sexual orientation etc. The process of such a replacement is called political correctness and such words are called political corrections. These words have also been used to encompass disabilities, disadvantages and weaknesses of certain sections of societies (Florence, 2015). In other words, political correctness is the use of certain substitution to avoid insulting, mocking, discriminating against the people who already experience disadvantage and discrimination in society. Examples of political corrections are using the expressions like 'economically disadvantaged' instead of poor etc.

xii: Synonyms

Synonym of a word refers to a word with same meaning as that of the former. Synonyms are used as euphemisms to substitute a less offensive alternate in the place of a more offensive or direct word.

2.2 Review of the Related Works

The present research revolves around three key factors: Facebook exposure, the cognition (involved in development of euphemistic language), and the gender element in variation of language w.r.t to euphemistic strategies. Thus this study is based on three key relationships. First of these factors is the relationship between sociocognition and language; the second is the modelling of language of users on Facebook and the third is the relationship between gender and euphemism.

The literature reviewed for the present study thus comprises of three categories dealing with each of the three relationships involved in the present research. The first category of the literature reviewed, deals with important concepts of the socio cognitive theory in the light of language learning and performance. The second emphasizes the impact of Facebook on users' language learning and performance and the third deals with the use of euphemism across cultures, age groups and genders etc.

2.2.1 Social Cognitive Theory: Concepts, Application and Implications in Language Learning

Since the present study is a socio cognitive study and employs the socio cognitive theory as a framework to explain the differences or similarities in male and female users' use of euphemism, it was therefore important to touch upon the literature related to socio cognitive theory to develop an understanding of the important concepts of the theory. The Social Cognitive theory is mainly a psychological theory that initially took to explaining the learning and acquisition of a number of physical behaviors other than language. Consequently, it found widespread application in behavioral sciences and even in classroom teaching and learning. Its main concepts like observational learning (or modelling), self-efficacy and outcome expectancy have been taken up by several studies to explain learned behaviors. The socio-cognitive theory mainly revolves around observational learning which is also called vicarious learning

or modelling. Outcome expectancies and self-efficacy are the effects of modelling. Thus the social cognitive theory is also widely known as the theory of observational learning. The importance of observational learning is derived from the fact that several studies have taken these concepts to derive methodologies that could be used in improving and formulating competency based teacher education models. In one such study based on development of a competency based teacher education model, the researcher made an effort to explore the nature of the relationship of observational learning theory to teacher training. The aim of this study was to develop a methodology that would help derive component behaviors of a particular teaching skill from a wide range of models having the same skill. Another methodology that the researchers of the said study sought to develop was that which would formulate a discriminative observation scale that could measure the derived components of behavior change as a result of observation of the models. (Raymond, 1974)

A very essential aim of most of the social cognitive or observational learning literature is to get an understanding of the role of modeling in behavior change. (Bandura & Huston, 1961; Bandura & McDonald, 1963; Bandura, Ross & Ross, 1961). An early study, for example, explored how the incidental behaviors of a model might be acquired by the observers in the process of learning another task (Bandura & Huston, 1961). The important conclusion of such studies is that behavior change can and does occur through observation, even if such an observation is merely incidental, that is, even if it is occurring alongside other activities being observed primarily. Even though this finding appears rather simplistic, it has significant implications for how learning in general is conceptualized.

The role of consequences of observed behaviors is another important factor in observational learning. In almost all the observational learning literature, special emphasis has been placed on the role of consequences (Bandura., 1965; Bandura, Grusec, & Menlove, 1966; Bandura & McDonald, 1963; Bandura, Ross, & Ross, 1963). Experiments that were attempted to get an understanding of the role of consequences sought to compare the behavior change between children who observed a model of behavior that was either rewarded or was punished. Such experiments mostly indicated that behavior change in the observer observing a model being punished was less than observing a model being rewarded (Bandura, Ross, & Ross, 1963). The present study,

however, has inquired the relationship between behavior change in adults as a consequence of observation of reward or criticism for using euphemistic or non-euphemistic language.

2.2.2 The Element of Gender Viewed in Perspective of Sociocognition

Apart from observational learning or modelling, self-efficacy is another important feature of the Social Cognitive theory. The relationship of self-efficacy and language learning is, thus, an important aspect in the understanding of the workings of the framework. Self-efficacy has been described by Bandura (1978) to be the most important factor in learning and performance of behaviors, but the same has remained largely unexplored for language learning. In an effort to explore the relationship between self-efficacy, beliefs and language learning, Bonyadi (2012) conducted a research on 130 first year university students who were EFL Learners of Iran. The researcher aimed to look for most frequently used learning strategies by university EFL students. The study also aimed to look for any relationship between self-efficacy and language learning strategies, between gender and duration of English language learning, and that between self-efficacy beliefs and language learning strategy of university students of English. The results of the study indicated that metacognitive strategies are frequently used strategies in language learning by foreign learners of English. The findings also showed that there was no constant relationship between self-efficacy and language learning strategy use for both male and female learners. There were significant differences in self-efficacy beliefs between the two genders. This study is helpful in emphasizing the notion of the difference between perceptions of males and females around language usage and leaning. In other words, it shows that self-efficacy is among the numerous factors related to language learning and performance that varies greatly for males and females (Bonyadi, 2012).

Mills, Pajares and Herron (2006) conducted a survey on 95 college students who were learners of French as a foreign language in the USA. The findings of the study revealed that there was a significant relationship between self-efficacy beliefs of the students and their reading proficiency. Similarly, their self-efficacy beliefs in listening were positively correlated with proficiency in listening for the female students. Hsieh and Schallert (2008) also conducted a similar study and their findings also showed that

self-efficacy was the strongest predictor of English achievement among the different variables used in the study to predict achievement in South Korean students.

Jahan and Rahimpour (2010) conducted a similar study that revealed the significance of learners' self-efficacy in predicting their achievement. The results reveal that language learners' self-efficacy is related significantly to their actual performance in English learning. Contrary to the above studies, Anyadubalu's (2010) study conducted on 318 Thai students found no significant relationship between self-efficacy and their performance in English language. The researcher justified these findings by posting that his study might have yielded such results because the participants were young and could possibly have mistaken their own self efficacy beliefs.

A number of other studies have investigated the effect of self-efficacy on motivation in second language and foreign language learning contexts. (Mills, Pajares & Herron, 2006; Erkan & Saban, 2011; Anyadubalu, 2010; and Çubukçu 2008). Research indicates that self-efficacy beliefs affect the performance of English language learners and account largely for their success and failure in a given task pertaining to performance of language. This strand of researches on self-efficacy have provided enough evidence of the significance of self-efficacy beliefs and the aptitude of language learners but have not explored this relationship for external factors such as those that may improve learners' self-efficacies. These studies can be related to the present study as the present study aims to explore the relation of Facebook users' performance and their self-efficacy related to the use of euphemisms. It also aims to compare self-efficacy of Facebook users of both genders, and that of the users and non-users of Facebook to see whether or not the exposure of Facebook influences the users' self-efficacy beliefs regarding the use of euphemism. After discussing the relation of sociocognition, language learning and gender, in the next section the important features of observational learning and language learning by ESL and EFL students with the aid of Facebook will be deliberated

2.2.3 Role of Facebook in Language Learning

Sociocognitive theory and the research related to it has been discussed in the section above but the literature on sociocognitive development of language with regards to euphemism in connection with 'Facebook exposure' is not as abundant. Similarly,

most of the studies focusing the relation of Facebook and language are not in the context of the socio cognitive theory. In discussions about the relationship of language and Facebook, the researchers have mostly studied Facebook as a learning environment for language pedagogy and see it as an important factor in enhancing students' general language proficiency. Several studies chose a specific Facebook feature, such as Facebook groups, Karal, Kokoc & Cakir (2017) and Facebook pages, Akbari, Pilot, & Simons (2015) to analyze their role in the improvement of students' overall language proficiency. In a case study, Amicucci (2017) showed that students exhibited improved literacy which was evident in their rhetorical awareness that Facebook helped them in building.

The next set of studies on the relation of Facebook and the users' language view Facebook as a space for interaction. These studies have drawn upon the analysis of interactions on Facebook and the implications of such interactions for language teaching and learning (Lantz-Anderson, Vimgo & Bowen, 2013). Investigating students' interaction on Facebook groups. Arzu (2014) noted that the more the students interacted the more they were open to opportunities for language learning. The next two studies used ethnographic data for their analysis of students' language learning activities. Lantz-Anderson et al, (2013) showed through his studies that Facebook has language learning potentials for its Facebook Users as it provides an extended space for language learning activities. The space that Facebook provides is effective because it is interactive and unregulated. The present study derives a connection with Lanz-Anderson's (2013) study because it views Facebook to be a potential source of socio cognition by providing a useful and suitable environment for modelling of language usage. It is thus taken to be an important influence on users' language as explored by the said study.

Alharthi (2020) showed how Arab EFL students highly prefer conversion of their traditional language learning classroom into a technology based one where the students benefit from technology in learning English as a foreign language. Data from 40 students was collected and analyzed. The results showed that students are highly motivated in incorporating technology to learn English as a foreign language because easy access to new technologies provide them with more learner-centered activities and useful learning material. The students reported having a better learning environment,

better peer interaction and participation in learning compared to the traditional classroom. The study suggested that students' feedback and motivation on the utilization of technology in the English language learning classroom should be taken into account as students best know their needs and requirements. Much of the learning students underwent in EFL learning classrooms was peripheral learning without explicit instruction or teachers' lectures. Students suggested that the extent to which they could learn on their own out of interest, through use of technology is unprecedented and unmatched. This finding is in line with the present study as the present study targets Facebook users and compares their aptitude with that of the non-users of Facebook, thus exploring the impact of Facebook in influencing their language.

Several studies carried out on Facebook users have investigated their linguistics styles and the motive behind them. Khoumssi (2020) studied the code-switching practices of young Moroccans in their Facebook interactions to analyze the motives of users' behind code-switching in Facebook comments. For the purpose the research examined comments from 30 Facebook accounts. The researcher attempted to find out how and why choice of switching between languages is made and if it is a conscious act intended to serve certain functions in communication, or if it is a random choice to compensate for a linguistic incompetence. Findings showed that code-switching was used by design to serve useful purposes like those of quotation, addressee specification, principle of economy, availability, clarification, emphasis, indicating emotions, habitual expressions, creativity and euphemism. Code-switching in young Moroccans' Facebook activity was found to be a communication strategy that helped enhance their interactions in Facebook and making them more appropriate and effective. This study can be closely related to the present study as it shows euphemism to be one of the reasons of code switching among Facebook users and Facebook has proved to provide a culture of communication that seasons its users' use of language in different ways; compelling them to switch codes for euphemism is one of them. All the research discussed above provides useful insights into the role of Facebook in improving and influencing language of ESL or EFL learners but without regard to gender and under the theoretical underpinnings of the Sociocognitive theory. The present study has undertaken this very task of studying euphemistic strategies of Facebook users under the theoretical framework of Sociocognitive theory with special regard to gender.

2.2.4 Politeness and Euphemism: Gender Based Variation Studies

Since the present study deals with euphemism and its variation across genders, literature of gender and euphemism is of prime importance in developing useful insights into this area of inquiry. There is abundant literature on age graded and gender graded variation of language in general and euphemism in particular, for different populations, cultures and geographies. Within such literature, there is no scarcity of studies about euphemism and its relation to cultures, genders, age groups etc. A study by Ghounane (2013), for instance, has looked at Tlemcen speakers' attitudes towards taboo topics and their euphemistic substitutions for words and expressions in such topics. The study has analyzed Tlemcen speakers' views, beliefs and explored the motives behind the use of euphemistic substitutions. The vocabulary of Algerian varieties with respect to euphemism have been studied in general and the same has been done for the Tlemcen dialect in particular. The Tlemcen speakers' attitudes towards taboos and euphemisms have been studied in relation to a number of social and psychological factors. Politeness strategies for the purpose of face saving used in this dialect have also been studied. The research has also analyzed Tlemcen speakers' use of taboos for different age groups, genders, educational backgrounds and the contexts in which they are used and have found out that they vary for all these variables. The findings of the study show that the use of both taboos and euphemistic usage are nearly equal, and is thus arbitrary. The analysis of the questionnaire shows that the respondents' attitudes towards taboos are surprisingly positive, although they are selective about the circles in which they use taboos words, i.e. they usually use taboos in same sex groups and with the same age groups as their own. The research also shows the most tabooed topics of the Algerian society which are sexuality and death (Ghounane, 2013).

Bulusan, (2019) studied politeness theory in the context of college students having English as their second language by exploring their use of social taboos and euphemisms. Data collected from 4 colleges in Northern Philippines coming from various cultural backgrounds has explored the students' use of euphemism and their perceptions around taboos and euphemisms. Data was gathered from 313 university students using a questionnaire, focus-group discussions, and recorded conversations of the informants. In terms of politeness, ESL learners always strive to be polite and keep their "positive face" intact. Students generally perceive that taboo words are rude and

inappropriate. The study also showed that sometimes the motive behind using taboos is establishing closeness with others. Hence, taboo words are used in specific settings and between people having certain relationships, such as when interlocutors are close friends and in formal settings. The study lacked depth in the sense that it could not establish a connection of perceptions and usage of taboos or euphemisms to the students based on their background, gender, age or other factors. It dealt with the entire population as one which yielded unsubstantial findings.

Tajolosa, (2012) compared among other things, the use of taboo words, euphemisms, and cathartic expressions of private and state university male and female students. Pertaining to the use of taboo words, the study shows that private university students tend to recognize and acknowledge more taboo words than state university students do. But at the same time, some of the students used such terms to refer to sexuality, and other bodily processes were not euphemistic and were not meant to soften or lessen the harsh effect of the taboos or their negative connotations; the study also inquired about what has the most influence and role in the teenagers' language and behavior. Media was found among the leading factors that influenced the students' language and behavior. The study provided no fine grained comparative analysis of male and female students and their varying perceptions and styles in language use.

A large number of studies have been conducted to study men and women's linguistic preferences. Among others, Lakoff, (1975); Coates, (1986); Poynton, (1989); Cameron, (1990); Tannen, (1990); Batibo & Kopi, (2008); Hysi, (2011); Bakhtiar, (2011) have all highlighted the differences in language across genders. Hysi, (2011) observed that gender differences in communication surpass linguistic boundaries and take cultural, ethnic and psycho-social dimensions. Women, for example, tend to use a more polite language variety which is closest to the standard version of their respective language. It is in this spirit that they tend to be more hesitant to use taboo openly and in public. Men feel more comfortable in using taboo language because they have little regard for standard and non-standard versions of language (Bakhtiar, 2011). Gumperz (1982) emphasized how women and men have different cultural patterns in language for friendliness. These patterns characterize and distinguish their language from each other.

According to Hysi, (2011), it is a well-known fact that an excessive use of euphemisms and cautiousness in their language is a distinguishing linguistic feature in women's language. In an investigation of the nature of contexts in which female speakers frequently use euphemisms, the study found that the use of euphemisms is not only gender-related but is closely related to other factors such as education, culture and social class. This is especially true of the contexts in which women have a secondary role in communication and also where women's freedom of expression is limited.

Simkins and Rinck (1982) studied the terminologies used by male and female to refer to male and female physiology and sexuality; and found that regardless of the interpersonal context (i.e. friends and other close connections) both genders were observed to prefer formal terminologies although among same-sex friends, males tend to use slang while females prefer euphemism.

Still point of focus for studies on gender differences is the usage of taboo words in language. Montenegro (1982) studied Filipino university students' language with a particular focus on studying the characterizing linguistic features and compared it across genders. She analyzed conversational topic preference, taboo words, euphemisms, cathartic expressions, slang words. She also analyzed male and female perception of each other's language and of their own language. Findings showed that majority of the males used cuss words. Women, on the other hand, tend to be more repressed and less explicit, in their use of cathartic expressions. In the use of taboo words and euphemisms, Montenegro (1982) showed that taboo words used by men and women centered mainly around bodily process like excretory processes, physiology and sexuality. This is where euphemisms are most used. The study highlighted many differences in male and female language and also in the perception of their languages. The study has also determined the areas in which the language of men and women share similarities with respect to euphemism. Another study closely linked with the present study in its scope is related to the differences across genders in the perception and use of taboo words. Such perceptions are common but inconsistent. Men, for example, tend to use more offensive words, slangs and swear words whereas women use fewer of them (Jay, 2000).

De Klerk (1992) and Risch's (1987) study contrasts the findings of all the previous studies. The findings contradict the common perception, that women are

socially conservative or traditional and formal. The findings of their research provided evidence against the stereotypical view. Many other studies have also found that women, contrary to common belief, are not all too uncomfortable with using derogatory and un-euphemistic terms to describe people and things, Stapleton, (2003) found that terms which refer to female physiology are almost universally disregarded by women. She also noted that women's use of obscenity is more negatively evaluated than that of their male counterparts. Jay and Janschewitz, (2006) showed that the use of swear words and cuss words depends largely on the gender of the speaker and that of the listener. Through this proposition, they highlighted the significance of the speaker-listener relationship in understanding language preferences (Jay & Janschewitz, 2008).

2.2.5 Research Gap

The literature reviewed and discussed above correspond to different areas of inquiry. The studies done so far around gender and its relation to euphemism have no connection to Sociocognition or Facebook. Similarly, those related to Sociocognition bear no connection with Facebook exposure as a potential model of language or with observational learning in relation to exploring the development of language skills such as euphemistic strategies. The present study has brought the three areas of exploration together in a single research and has sought to study euphemistic strategies of Facebook users and non-users with a special focus of the gender element and in the context of the sociocognitive framework.

2.3 Theoretical Framework

In order to get a better understanding of the complex terminology used in the methodology section, this section has put together the theoretical underpinnings of the present study. This study has explored the impact and influence of Facebook on its users, and has attempted to explain these factors with the help of the theoretical underpinnings of the Social Cognitive Theory (SCT) of learning and the social constructivist theory of gender.

2.3.1 Theory of Language and Gender

The Social Constructivist Theory describes language of both genders to be defined socially and contextually and not in terms of biological sex. Coates and Johnson, (2001) suggest that language and communication are integrally tied to the context in which they occur. The present study has attempted to explore the language of both genders as it naturally occurs as well as the same under the influence of Facebook. For this, a theoretical framework that relates gender to language is required and the Social Constructivist Theory gives the right explanation for why in different geographies and culture, both genders tend to identify differently with the language they speak.

2.3.2 The Need for a Theory of Language and Gender in the Present Study

For the present study, the Social Constructivist Theory of language carries relevance in establishing the relation between gender and language. In an eastern society such as Pakistan, there are social expectations associated with the language of men and women which make their language contextually situated. This implies that language is not inherently related to gender but is fluid and dynamic and is influenced by the environment and the society. It has been seen in the numerous studies reviewed in the related literature that the ways in which men and women perceive language and society, vary greatly across cultures. In closed cultures, women tend to give in to the conservative norms and stick strictly to specific forms of language, whereas in relatively open cultures, women are at a relatively greater liberty in their language choices.

Similarly both genders react differently to the models of language being observed. While some may pay closer attention to their environment, others may not do the same (Moreno, 2013). The objectives of this study are to explore and compare the language of both genders, in terms of their use of euphemistic strategies under the influence of Facebook. These objectives rest upon the underlying assumption in social constructivist theory of gender, that gender is a product of culture and context. In the light of this assumption, the study has attempted to explore the differences in the euphemistic strategies of male and female Facebook users.

2.3.3 Sociocognitive Theorization

There are several theoretical frameworks in the domain of socio cognition such as Van Dijk's (1980) sociocognitive model, which has been predominantly used in studies to analyze discourse. Van Dijk's theory is a theory of sociocognition that proposes that sociocognitive processes like thinking, perceiving, learning take place in the human mind, which then form, change, store or activate the cognitive structures or mental representation in form of beliefs, interpretations, attitudes or ideologies. These concepts are beneficial in understanding the way discourses are formulated and received and the ideological impact they tend to achieve. For the present study, however, the theoretical underpinnings of Albert Bandura's Social Cognitive Theory have been drawn upon, especially because of the relevance of its distinctive concept of modelling and its relationship with outcome expectancy, self-efficacy and aptitude for the present study. These concepts and their interrelationships are vital to analyzing the role of Facebook as a potential model of language. The development of the Social Cognitive theory and its important ideas have been broken down below.

2.3.3.1 Development

Social Cognitive Theory (SCT) in the 1960s started as the Social Learning Theory (SLT) by Albert Bandura. Bandura began by conducting a series of experiments known as the Bobo Doll Experiment, in 1960s to investigate why children display aggressive behaviors. These studies demonstrated that modeling plays a huge role in the acquisition of novel behaviors in children. At the end of these studies, Bandura published his seminal work in 1977 that expanded on the idea of acquisition of behavior (Urich, 2017). The idea of acquisition of novel behavior was generalized from children to humans in general. In his article published in 1977, Bandura claimed that there was direct correlation between perceived self-efficacy beliefs and behavioral change of an individual.

In 1986, Bandura's second book *Social Foundations of Thought and Action: A Social Cognitive Theory* was published which expanded and renamed his original theory as social cognitive theory (Evans & Bandura, 1989). The reason behind this change was to emphasize the important role which cognition plays in perceiving, retaining, internalizing and performing behaviors (Bandura, 1986). In 2001, SCT was applied to Mass Communication. In his journal article, Bandura stated that the theory

could find its use in analyzing symbolic communication and could help explain its influence on human thought, affect and action. Since 2001, the SCT has found a widespread application in various areas of human functioning such as career choice and organizational behavior. It has also found use in studying and understanding classroom motivation, learning, and achievement (Bandura, 2001)

For the purpose of studying the difference of euphemistic strategies used by male and female users and the non-users of Facebook, the study has used concepts from the Social Cognitive Theory (SCT). As discussed before, language of every individual is unique and the factors that account for its uniqueness are derived from the ways in which the individuals have been exposed to language and the experiences they had with language usage. The main concepts that make up SCT, are observational or vicarious learning (modeling), self-efficacy and outcome expectancy, which are explained in the following section.

2.3.3.2 Modelling

Also known as observational learning, modeling refers to the process of learning by observing the behaviors of others. Any given behavior, in order to be learnt, is first observed, memorized, and then mimicked. The person or medium that is performing the task and is being imitated is called a model (Bandura, 2001). For example, if a child learns to use swear words, the model may be the parent that used the swear word or a peer of the child. In this case, the parent or peer of the child are the models that he observed and learnt the behavior from. Social media platforms like Facebook can be useful platforms for modelling of language. Facebook provides an interactive environment in which users' come together, post and comment and observe one another's responses and the reception of those responses. Thus a lot of observational learning occurs on platforms such as Facebook. Observational learning or modelling, according to Bandura (1997), is further divided into four processes;

i. Attention

Bandura (1986) suggests that in order to learn, an observer has to pay 'attention' to his environment. He must pay attention to the model and the behavior occurring in front of him. Attention is vital for observational learning because without attention, one cannot undergo retention or internalization of the observed behavior (Bandura, 2011). Social media sites like Facebook, have a characteristic language style when dealing

with socially sensitive issues. Where some people tend to be insensitive towards such issues, others tend to take extra precaution when commenting on such socially sensitive issues. Facebook users get seasoned in such language styles usually by observing other users' language and following the convention. Here, attention plays an important role in the observational learning of language styles and in relating language styles to different contexts in which they occur.

ii. Retention

According to Bandura (1986), attention alone is not sufficient in Sociocognitive learning of a new behavior. An observer must also retain or remember the behavior at a later time. Retention, in other words, refers to the internalization of the observed behavior. The behavior must be easy to recollect which will enable the action to be performed with little or no effort. In order for retention to occur, one must conceptualize the context in which the behavior occurs (Bandura, 2001). To take an example of observational learning of euphemistic language on Facebook, it is vital for the observer to conceptualize the context in which the euphemistic language was used and why it was necessary to use it.

iii. Reproduction

Reproduction refers to the observer's ability to physically perform the behavior in the real-world. Bandura (2002) is of the view that for reproduction of the observed behavior, a suitable environment and context must be in place. In language usage, a particular language strategy like euphemism is replicated when the user feels the need and time to replicate it (Bandura, 2011). The suitable environment for replication of euphemism is usually when there is a need for a speaker to appear less insensitive and more understanding of social problems and socially sensitive issues.

iv. Motivation

All forms of learning require some form of personal motivation. For observational learning, the observer must be motivated in some way to produce the desired behavior (Bandura, 2002). This motivation is sometimes intrinsic to the observer. At other times, motivation comes in the form of external reinforcement, rewards and punishments. In observational learning of language especially in terms of politeness and euphemism, this motivation comes from the desire to avoid causing offense and to keep conversational environment respectful and comfortable. The

motivation for avoiding blunt and insensitive language may come from encouragement of an individual's understanding and consideration from others, or from the fear of criticism for lack of understanding and consideration.

2.3.3.3 Outcome Expectancy

Outcome expectancies are the individuals' beliefs about the consequences of a behavior the learner expects to experience (Bandura, 2002). These beliefs are shaped either by learners' personal experiences or vicariously through the observation of others' experiences. In the present study, the outcome expectancies are the expectations of the Facebook users regarding the language choices (with respect to euphemism) that other Facebook users make on Facebook.

2.3.3.4 Self-Efficacy

Bandura (1997) defined self-efficacy as an individual's belief in his/her ability to perform a specific task or behavior. It is not a quality of the individual, but rather the specific beliefs that the individual has around particular tasks or behaviors. Self-efficacy is "the belief of an individual in his capabilities to organize and execute the courses of action required to manage prospective situations". It is, in other words, an individual's belief in his/her ability to succeed in a particular situation. Bandura (1997) defined self-efficacy beliefs as the important determinants of peoples' ways of thinking, feeling and behaving.

The utility and usefulness of self-efficacy in understanding behavior has been acknowledged by researchers for more than 20 years. Bandura (1997) has classified self-efficacy as a stronger and more consistent predictor of performance and achievement than any other relevant variable. Bandura is of the view that self-efficacy plays a vital role in decision making. Thus, it is the individuals' varying self-efficacy beliefs that provide an explanation for people's different behaviors and performance even when they seem to have a more or less similar exposure to the modelling behaviors.

With regards to euphemistic language for politeness and face-saving, self-efficacy may be seen as individuals' belief in his capability to understand the gravity of socially sensitive issues or taboos, and the consequences of dealing with them with insensitivity. Self-efficacy in this regard also includes the individual's ability to be able

to cope with such issues in his language, without causing offense and without appearing insensitive or inconsiderate.

2.3.3.5 Variation in Euphemistic Strategies: A Function of Sociocognition

The difference in the way people use language is the direct product of the ways in which they were modelled, the expectations that they carry around the language they and the people around them use, and their beliefs in their own abilities in language usage. All the above mentioned factors have been put forward by Bandura as the important elements of Socio cognition. Thus, the way people use language directly subscribes to the process of socio cognition or socio cognitive learning. The reason, Socio cognitive theory carries relevance in the present study is that the study intends to explore the factor of Facebook exposure and its possible effects and influence on its users' language, if any. Socio cognitive theory provides a suitable theoretical framework for these objectives because Facebook has been seen as an important factor in modelling.

2.3.4 The Present Study in the Light of the Sociocognitive Theory

Since the study has explored the impact of Facebook on the language (w.r.t. euphemism) of both genders, the Sociocognitive Theory provides a theorization for the phenomenon. SCT holds when individuals (Facebook users) observe language use in terms of euphemistic strategies of other Facebook users and develop outcome expectancies around those language styles and strategies. These expectancies are based on the reception of the observed responses to those behaviors. The present research has incorporated these concepts of observational learning and outcome expectancies of the Socio-cognitive theory to study the influence of Facebook on the euphemistic strategies of its users (male and female) by their comparison with non-users. The concepts of the theory have also been used to compare and explain the difference in influence of Facebook on male Facebook users and female Facebook users with regards to their euphemistic strategies.

The next chapter explains the methodology adopted in this study by providing details of the step by step procedure of the data analysis undertaken in the present study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter breaks down the research methodology incorporated in the present study in detail. It begins with the research design, sample, criteria for sampling, and continues with providing an explanation of the data collection tools, their purposes and the steps involved in analysis of the data in chapter 4.

3.1 Research Design and Approach

The present study is exploratory and descriptive in nature. Exploratory course of action has been adopted because the objective of the study is to investigate rather than to prove, disprove or experiment. The purpose of this research is to explore and investigate the impact of Facebook on its users and how the users of Facebook differ from non-users of Facebook in their usage of euphemistic strategies. The data collected through survey method with the help of different types of questionnaires (Appendices B, C, D and E) has been analyzed by using quantitative approach. The data has been tabulated and presented in form of pie charts, histograms and bar charts.

3.2 Population and Sampling

Since the target population of the present research was the users and non-users of Facebook belonging to both genders, the age group of 18 to 22 years was chosen on the basis of the likelihood that this age-group would render many participants to the study to further choose from. Male and female students of BS English from Government Post Graduate College for Boys Mardan and Government Post Graduate College for Women, (GPGCW) Mardan were the participants in the present study.

The rationale behind choosing students at the Undergraduate level of education belonging to Mardan, KP is that there was as good a probability of finding a good number of non-users of Facebook, as there was of finding Facebook users among this population. Due to cultural restraints, part of the students at the undergraduate level in Mardan still do not have either the access or the permission to access social media sites like Facebook. Another reason for choosing undergraduate level students was that at this level, students mostly come from the same district board of education, that is, Mardan Board of Intermediate and Secondary Education, so most of them have similar

educational and socio-economic backgrounds. This was also necessary so that the differences in the language strategies of such participants may not be accredited to difference in factors like social, economic and/or educational backgrounds which were more or less the same for all the participants.

The sampling method was convenience sampling for the present study, that is, the sample for the study was chosen on the basis of ease of approach and access to the participants. Due to this reason, the sample was limited to undergraduate level students of two local colleges.

Table 3.1

Details of initial Participants in the Study

Name of the college	No. of initial participants	Gender	BS English		
			3 rd semester	5 th Semester	7 th Semester
Govt. Post Graduate College for Women Mardan	117	Female	Facebook Users= 19	Facebook Users= 30	Facebook Users= 25
Govt. Post Graduate College For Boys Mardan	108	Male	Facebook Users= 16	Facebook Users=16	Facebook Users= 35
			Non-Users=16	Non-Users=14	Non-Users=13
			Non-Users=10	Non-Users=20	Non-Users=11

3.2.1 Criteria for Sampling

To choose the participants that best fit to achieve the objectives of this study, a selection criteria had been set as given in table 3.2. It identified the participants that were to be included in the following two categories of the sample;

- Category 1a: Female Facebook Users
- Category 1b: Male Facebook Users

- Category 2: Non-Users of Facebook

The inclusion of non-users was done with the intent so that their euphemistic strategies might be compared with those of the Facebook users and hence the impact of Facebook thus be explored.

Table 3.2

The Selection Criteria for the Participants

S #	The criteria for participants of category 1(a & b) & 2	Reasons for Criteria
1	No additional English book reading	As such reading may contribute to euphemistic strategies of Facebook Users and the outcomes of the study would not have explored the impact of Facebook explicitly
2	No Reading of English newspaper/magazines/digests	As above
3	Do not Watch English channels on TV	As the English content on such channels may contribute to euphemistic strategies and the impact of Facebook would have not been investigated explicitly
4	No exposure to English content on other Social media	As above
5	Use Facebook with considerable exposure time (for Facebook Users only)	As small exposure time would not likely to cause impact on users' language
6	Have been on Face book for quite long time(for Facebook Users only)	As short duration of being on Facebook would not likely to impact its Facebook Users much
7	Must not be Users of Facebook(for non-users only)	Non-Facebook Users were included with the intent so that their euphemistic strategies may be compared with those of Facebook Users to explore the difference hence the impact of Facebook on users

3.2.2 Size of the Sample

Initially the data collection tools were distributed among 225 participants including 117 female students and 108 male students. 71 female students and 74 male students provided the data without quitting. Thus the response rate was 64.4 %.

Sample of 120 participants fulfilling the criteria mentioned in Table 3.2 was constructed. These participants were classified as follows.

Table 3.3

Sample of the Study

60 Facebook Users		60 Non-Users of Facebook
30 Male users	30 Female users	
Both genders were included to investigate the difference of euphemistic strategies between genders		Non-Users were included so that their euphemistic strategies might be compared with those of Facebook Users to investigate the impact of Facebook on users' strategies.

3.3 Data Collection

This section has shed light on the step by step process undertaken to collect the data from the participants of the study.

3.3.1 Initial Background Questionnaire (IBQ) (Appendix A)

The IBQ was designed to identify the participants who qualified the criteria of the present study described in table 3.2. The response to question # 1 in this questionnaire was utilized to categorize the participants in to Facebook users and non-users.

3.3.2 Distribution of Data Collection Tools

Both the institutes were visited on two separate days February 22 and February 23, 2021 respectively and all four data collection tools (Questionnaires 1, 2, 3 and 4) along with IBQ were distributed and collected on the same day in each institute. Thus the whole process of distribution and collection of the tools was completed in 2 days. The process of distribution and collection was carried out with the help of a faculty member of the Department of English Undergraduate Studies at both institutes

(Government Post Graduate College for Boys and Government Postgraduate College for Women, Mardan).

3.3.3 Purpose and Design of Data Collection Tools

The tools used for data collection were targeted to explore the difference in frequency, percentage and type of euphemistic strategies of male and female Facebook Users and Non Users and to explore the variety of these strategies as per requirement of the research objectives. The tools and their specific purposes are listed as under.

Table 3.4

Data Collection Tools and their Respective Purposes

S #	Data Collection Tool and its Design	Purpose of the tool
1	Questionnaire #1 Design: Open-ended (Appendix B)	To investigate the frequency and choice of euphemistic expressions of (a) male and female Facebook Users (b) Non-users,
2	Situational Usage Questionnaire #2 Design: Close-Ended (Appendix C)	To find the choice of a particular euphemistic pattern in different situations by; (a) male and female Facebook users (b) Non-users
3	Questionnaire #3 <ul style="list-style-type: none"> • Open-Ended w.r.t Euphemistic Choice. • Close Ended w.r.t Preference (Appendix D)	(i) To investigate the participants' aptitude in providing euphemistic expressions (ii) To see if they prefer euphemisms in their day to day language (iii) To explore the outcome expectancy and Aptitude of Users regarding euphemism
4	Additional Questionnaire (Appendix E)	To gain an insight into

- (for Facebook Users only)
- (i) how the language strategies of the Facebook Users have been influenced due to their prolonged exposure i.e., modelling and its effects
 - (ii) how different is the impact of FB on both genders in terms of modelling/exposure, the effects of modelling and their self-efficacy belief w.r.t euphemistic usage
-

3.3.4 Development of Questionnaires and Ensuring their Validity

Content validity refers to the degree to which instrument covers the content that it is supposed to measure (Yaghmaei, 2003). While developing instruments, their validity is improved and established through qualitative review and examination of the test content by experts (Wynd, 2003; Paterson, Le Roux & Herbst, 2004). The instruments designed for the present study were reviewed and examined by the supervisor as well as four research experts at the local institutes. The instruments were updated by incorporating the recommendations for improvement by the experts for the present study.

3.3.5 Reliability of Data Collection Tools

Reliability of a data collection tool refers to the internal consistency of all items on the tool (Dudovskiy, 2018). The reliability or internal consistency of the items of the questionnaire was checked by calculating Cronbach's alpha which came out to be 0.95. The value of Cronbach's alpha must be greater than 0.5 for a research instrument to be reliable (Cronbach, 1951). The calculated value thus satisfies the criterion for reliability.

3.3.6 Division of Data Collection Tools into Subject Matters

To explore the euphemistic strategies of male and female users and non-users in various subject matters, three Questionnaires that consisted of open-ended and close-

ended questions were divided into several subject matters. The purpose of specifying these subject matter was to get a clearer picture of their perceptions of these subject matters in terms of their sensitivity which was judged from their euphemistic or non-euphemistic responses in those subject matters. The details of subject matters included in the three Questionnaires were as under.

Table 3.5

Subject Matters Included in Questionnaires 1, 2 and 3

S #	Subject Matters	Included in Questionnaire #.	Covered by Question #.
1	Economic/financial matters	Questionnaire # 1	Q # 1 , 2 , 3
2	Mental capability	Questionnaire # 1	Q # 4 , 5 , 6
3	Appearance Issues	Questionnaire # 1	Q # 7 , 8 , 9
4	Death	Questionnaire # 2	Q # 1 , 2
5	Social Vices	Questionnaire # 2	Q # 3 , 4
6	Bodily functions	Questionnaire # 2	Q # 5 , 6
7	Social Roles	Questionnaire # 3	Q # 1 , 2
8	Physical Disabilities	Questionnaire # 3	Q # 3 , 4
9	Social Institutions	Questionnaire # 3	Q # 5 , 6

All the above stated subject matters have helped to map the euphemistic and un-euphemistic responses of the male and female users and non-users to study any uniformity in the participants' language patterns in terms of euphemism. Euphemistic strategies for the above mentioned subject matters have also been studied to check for any recurring subject-specific euphemistic patterns among the male and female Facebook users and non-users.

3.4 Data Analysis

The data in the Questionnaires 1, 2 and 3 has been analyzed as follows;

- Quantitatively in terms of frequencies and percentages of euphemistic expressions

- Qualitatively in terms of choices of patterns of euphemistic expressions used by the participants, their self-efficacies and outcome expectancies of both the categories as follows.

The first objective is to compare male users of Facebook to female users of Facebook with respect to the frequencies of euphemism and their euphemistic strategies. The second objective is to compare users of Facebook (both male and female) altogether with non-users of Facebook with respect to their frequency of use of euphemism and their euphemistic strategies. These objectives are achieved through the three Questionnaires designed to accomplish these objectives. The Questionnaires differ in their construction in terms of being open-ended or closed-ended and in the subject areas around which euphemisms are required from the respondents.

3.4.1 Data Analysis of Questionnaire 1 (Appendix B)

Questionnaire 1 is an open-ended Questionnaire that requires the participants to provide alternate words/expressions for subject matters like economical/financial issues, mental capabilities and appearance or personality issues. These issues have been chosen specifically because they carry a room for diverse descriptions that can be euphemistic or non-euphemistic. The data provided in this Questionnaire was analyzed to figure out the following;

- (i) To identify various euphemistic strategies used by the participants.
- (ii) To achieve the frequencies and percentages of euphemistic and non-euphemistic expressions used by male and female Facebook users and non-users of Facebook.
- (iii) To determine the ratio of euphemistic to non-euphemistic responses for
 - Male Users of Facebook
 - Female Users of Facebook
 - Non-Users of Facebook
- (iv) To obtain the frequency and the percentages of the euphemistic and non-euphemistic responses per subject matter in Questionnaire 1
- (v) To study euphemistic strategies preferred the most and the least per subject matter by male and female users, and by users and non-users

The results of analysis were recorded in tables and depicted in histograms, bar charts and pie charts to highlight the variations and differences in the euphemistic strategies adopted by the participants.

3.4.2 Data Analysis of Situational Assessment Questionnaire 2 (Appendix C)

Questionnaire 2 is a close-ended situational response Questionnaire, that is, it requires the participants to respond in the way they would respond in certain real life situations. Four most commonly used options have been provided to each question on Questionnaire 2 from which the participants of the study have to select one. Questionnaire 2 differs from Questionnaire 1 in that the former requires the participants to provide any alternate word or expression for the given subject, whereas Questionnaire 2 simulates a real life situation and thus obtains the response that the participants would give in their real lives. This Questionnaire includes questions related to the subject matters of death, social vices and bodily functions.

The responses received have been analyzed in the following ways;

- Qualitatively to identify the most frequent patterns of euphemistic expressions used by the participants of a particular category.
- Quantitatively to calculate the frequency and percentage of euphemistic responses of participants.

The patterns and frequencies of euphemism were compared for;

- (i) Facebook Users and Non-Users
- (ii) Male and Female Facebook Users.

First, the frequency of each pattern for each category was recorded in a table. The Euphemistic strategy with highest frequency and percentage adopted by a particular category (of participants) for a particular subject matter reflects the representative language pattern of that category for that particular subject matter. The tabulated data has been presented in form of histograms, bar charts and pie charts to highlight the variation of frequency and language strategies with respect to euphemism.

3.4.3 Data Analysis of Questionnaire 3 (Appendix D)

This Questionnaire is meant to explore some important aspects of the socio cognition among the male and female Users of Facebook, i.e., successful modelling, outcome expectancies among the participants. Unlike the previous two Questionnaires which reflect upon the participants' natural tendency or affinity for using euphemism, Questionnaire 3 provides explicit instruction to the participants to provide only 'euphemistic' synonyms for all the given words. The responses to questions on Questionnaire 3 are thus a measure of their aptitude with respect to euphemism.

Questionnaire 3 is thus a test of the participants' knowledge and recognition of euphemism.

The participants are also clearly instructed to abstain from response if they cannot provide a euphemistic response. This is done in order to limit their response such that any response to a question of Questionnaire 3 is considered to be only a euphemistic response in participant's belief. At the end of each question in Questionnaire 3, the participants are asked whether or not they actually prefer the provided euphemism in their real day to day lives.

In each case the observational learning/modelling of the Facebook users with respect to euphemism has been judged by the following criteria.

- A euphemistic response to the questions in Questionnaire 3 counts as high aptitude, resultantly indicating a successful modelling w.r.t. euphemism.
- A non-euphemistic response to any question on Questionnaire 3 counts as low aptitude, thus indicating a less successful modelling.
- The ratio of euphemistic to non-euphemistic responses for questions in Questionnaire 3, is an indicator of aptitude such that more euphemistic responses as compared to non-euphemistic responses for a given category of participants, indicates low aptitude of that category with respect to euphemism.

The participants who provided a euphemistic response were further asked whether or not they use the given euphemistic expression (as provided in the Questionnaire) in their day to day lives. To this question, they had to either respond as they 'prefer' or that they 'don't prefer' to use the provided expression in real life. This counted towards high or low outcome expectancy. The criteria and its interpretation to judge the degree of outcome expectancy of the Facebook Users from their responses has been set as follows.

- If a participant provides a euphemistic response and prefers using it in his/her real life as well, this has been counted towards a high outcome expectancy.
- If a participant provides a euphemistic response but does not prefer to use it in real life, this counts towards low outcome expectancy.

- If a participant provides a non-euphemistic response and prefers to use it in real life, this counts towards low outcome expectancy.

The data received was tabled and the tabulated data was then presented in form of histograms, bar charts and pie charts to highlight the variations in outcome expectancy, self-efficacy, frequency and language strategies with respect to euphemism

3.4.4 Data Analysis of Additional Questionnaire (Appendix E)

This questionnaire is aimed to explore the impact of Facebook on its users regarding their perceptions related to taboos, euphemistic strategies and their preferences of euphemism. It has also provided an insight into the extent to which language strategies of the Facebook users have been influenced due to their prolonged exposure to Facebook, if at all. This questionnaire has sought to obtain answers pertaining to;

- The users' language styles in terms of directness or politeness before their exposure of Facebook.
- The users' language styles and preferences in terms of direct or indirect language after prolonged exposure to Facebook.
- Users' observation of language styles w.r.t. directness or indirectness on Facebook.
- Users' observations of public reception of different language styles w.r.t directness or politeness on Facebook.

These questions are aimed to obtain an insight into the users' self-efficacy beliefs in using acceptable language with respect to politeness in dealing with socially sensitive subject issues. The questions require the views of participants about their experience of dealing with such issues in their language use before and after their exposure to Facebook. The questions are posited such that their outcome expectancies before and after their exposure to Facebook and modelling of euphemistic and/or un-euphemistic language that they underwent during their exposure on Facebook are easily judged and analyzed.

The data collected through the questionnaire has helped in getting a clear picture of the Facebook users' regarding the influence of Facebook on their euphemistic strategies. The responses have been compared for male and female users to explore the difference of impact of the exposure to Facebook on the male & female users' language strategies with respect to euphemism.

3.4.5 Ethical Issues/ Considerations

The codes of ethics followed in the present study were based on the guidelines provided by Christian, (2000). An appropriate ethical and academic course was adopted to access to the target population designed for the study. To achieve the purpose, a formal permission to conduct research in the four local colleges was sought for by applying to the principals of the respective colleges. Permission was granted by the principals of only two out of the four intended colleges, including one college for males and the other for females.

Another ethical consideration was to approach the participants through an appropriate moderator rather than approaching them directly and independently. For this purpose the assistance of a faculty member of the department concerned was sought for from the Head of the Department who was gracious enough to entertain the request and assign the required moderator to assist through the process of distribution and collection of data.

Prior to the distribution of the initial background questionnaires and other data collection tools, the participants were briefed and taken into confidence about the purpose of the study. It was made clear to all that their participation is on voluntary basis and that there were no constraints whatsoever on any of the participants. Hence, their withdrawal from the study at any stage would not affect them adversely or otherwise. They were also assured of the privacy and confidentiality of the data provided by them. It was explained to them that the data obtained from them would be used purely for the purpose of research. To increase the accuracy and credibility of the study, incomplete data and omissions were excluded completely from the study.

3.5 Breakdown of Data Analysis

The data analysis conducted for the present study has been broken down step by step to facilitate ease of understanding, as under.

Step 1. Tabulation of all the Collected Data

The responses from all the participants to each of the questions asked in Questionnaire 1, 2 and 3 were compiled in tables for male and female users and for users and non-users.

Step 2. Exploring and Comparing the Euphemistic Strategies of the Participants

The euphemistic strategies corresponding to each response provided for a given question were identified on the basis of definitions provided in chapter 2 under the heading 2.1a. The frequency of occurrence and percentage of each euphemistic strategy were also recorded in tables.

Step 3: Determining the Participants' Affinity for Using Euphemism

The number of euphemistic and non-euphemistic responses to each question was figured out in each Questionnaire. The total frequency and percentage of euphemistic and non-euphemistic responses in each Questionnaire was also calculated to explore the trend of using euphemism among the two categories.

Step 4: Determination of Aptitude

The aptitude of the participants in producing euphemisms was determined on the basis of their responses to the questions in Questionnaire 3. For this purpose an additional table was constructed for Questionnaire 3 alone. The difference between Questionnaire 3 and the other tools is that unlike the rest, Questionnaire 3 requires participants to provide a euphemistic response only. It instructs the participants to abstain from response if it is not euphemistic from their point of view. Thus Questionnaire 3 gives the participants a third option of no response if they fail to come up with a response that is not euphemistic. Questionnaire 3 thus, has, an additional purpose of checking the participants' aptitude and outcome expectancy with respect to euphemism. Aptitude is an important aspect of the Sociocognitive theory as it is the direct measure of the learning undergone during the process of socio cognition.

Thus, the responses that were euphemistic were counted as the participants' high aptitude while the non-euphemistic responses despite the explicit instruction, were counted as low aptitude.

Step 5. Determination of Outcome Expectancies

In order to compare outcome expectancies of male and female users of Facebook, Questionnaire 3 required the participants to answer a close-ended question at the end of every question, asking whether they prefer using the given euphemistic expression in their real lives or not. To this close ended question, there are two possible

replies: 'prefer' and 'don't prefer'. The male and female users' responses to this question gave an insight into their outcome expectancies, which is vital in understanding how similarly or differently Facebook influences the language of both genders. The observations were recorded in a table 11 of chapter 4 for male and female users and in a table 11 of chapter 5 for user and non-users of Facebook as under.

Step 6: Determination of Most to Least Preferred Euphemistic Strategies per Subject Matter

The euphemistic strategies used by the participants were arranged in decreasing order of their occurrence. The strategies used the most and the least per subject matter by both the categories were thus identified and the inference was drawn hence. A sample of these tables is as under.

Step7: Comparison of Euphemistic Tendencies of the Participants

The Euphemistic and non-euphemistic responses per subject matter were also compared for all the three Questionnaires collectively and recorded in tables for male and female users and for users and non-users.

Step 8: Overall Tendency of Participants w.r.t Euphemistic and Un-Euphemistic Language

The overall Euphemistic and Non euphemistic responses in the entire data were figured out and their frequencies and percentages were recorded in tables for different categories of participants.

Step 9. Determination of Modelling Undergone by Facebook Users, Effects of Modelling

The Questionnaires were designed for Facebook users to compare the extent and nature of observational learning/modelling with their actual performance in Questionnaires 1, 2 and 3. Responses to Questions 1 to 4 included in the questionnaire 4 provided a measure of Modelling. To determine the effects of Modelling on Participants and to gather information on the extent to which the language of the Facebook users underwent change through their exposure to Facebook Q5 to 11 were included in the questionnaire.

Step 10. Determination of Self-Efficacy Beliefs

To explore the self-efficacy of male and female Facebook users, Q8 of the questionnaire 4 asked the users whether or not they think that they can successfully discuss socially sensitive issues without causing offence to anyone. The responses to this question is a direct measure of their self-efficacy regarding euphemistic use of language. Self-efficacy alone is not enough to evaluate the influence of modelling on the Facebook users, so it has been compared with the actual performance of the Facebook users on Questionnaires 1, 2 and 3. The actual performance is the measure of aptitude of the participants. The results have been compiled in table 4.13 of chapter 4 for male and female users. The table not only compares the self-efficacies of male and female users to one another but it compares against their own performances in the Questionnaires 1, 2 and 3 as well. It is noteworthy here that important variables like self-efficacy, outcome expectancy, aptitude and modelling are constituents of the Social Cognitive theory, which does not provide a scientific way of using or calculating these factors. The formulae used for the calculation of these variables have been devised with the help of concepts from Statistics such as those of frequency and uncertainty etc.

The research methodology of the present study ends here. The next chapter deals with the analysis of the data collected for the present study.

CHAPTER 4

DATA ANALYSIS

This chapter comprises the data analysis of the present study. The data for the present study has been divided into two different categories for the purpose of analysis. The first set of data for comparative analysis is that of male and female users of Facebook which is covered in 4.1 and the second is that of users and non-users of Facebook which has been covered in 4.2 of this chapter.

4.1 Data Analysis of Male and Female Facebook Users

4.1.1 Analysis of Euphemistic Strategies

The responses of the participants are tabulated in form of euphemistic strategies and in form of either euphemistic or non-euphemistic responses in the section below.

4.1.1.1 Data Analysis of Questionnaire 1

Table 4.1 shows the responses of the male and female users of Facebook in Questionnaire 1 have been classified in terms of euphemistic strategies adopted by the respondents.

Table 4.1a

Euphemistic Strategies of Male and Female Users in Questionnaire # 1.

Q #	Question Asked	Expressions Used	Strategy Adopted	Female Users	Male Users
				Frequency of Occurrence	Frequency of Occurrence
1	Someone Who Has Little To Spend	Destitute, Deprived, Needy	One Word Substitution	3	6
		Under Resourced, Under Privileged	Two Word Substitution	7	0
		Empty handed Economically Challenged	Political Correction	6	18
		Economically Disadvantaged			
		Not Rich, Not Well Off, Not Wealthy	Litotes	10	0

		Poor, Penniless, Wretched, Broke	Non- Euphemistic Responses	4	6
2	Someone Who Does Not Spend On Basic Needs.	Not unwilling to spend, Not extravagant person, unwilling to spend	Litotes	14	4
		Parsimonious	One Word Substitution	1	2
		Hoarder	Implications	3	0
		Penny Pincher	Humorization	0	10
		Tight fisted			
		Economical	Political	7	7
		Person	Correction		
		Stingy	Non- Euphemistic Responses	5	7
		Miser			
3	Something Bought For Low Cost.	Not Expensive, Not Costly, Not High Priced, Not Extravagant	Litotes	14	9
		Affordable, Economical, inexpensive	One Word Substitutions	4	11
		Within Budget, Reasonably Priced, Low Priced, Less Costly, Left over stuff	Two Word Substitutions	4	3
		Cheap	Non- Euphemistic	8	7
4	Someone Who Is Mentally Instable	Mentally Not Sound, Mentally Not Stable	Litotes	4	0
		Special Person	Glorification	17	0
		Mentally Challenged, Mentally Disparaged, Mentally Ill /Unwell	Political Correction	6	22
		Mad, Mental, abnormal, lunatic, insane	Non- euphemistic words	3	8

5	Someone Who Scores Low In Studies.	Not Smart, Not Intelligent, Not Bright	Litotes	11	2
		Below Average	Two Word Substitution	8	4
		Unintelligent, Inefficient, Struggler, Struggling Student	Implication	10	14
		Oily pitcher Weak Student, Poor Student, Poor Performer Dumb Student,	Non-Euphemistic Responses	1	10
6	Someone Who Talks Nonsense	Not Smart, Not Intelligent, Not Reasonable	Litotes	18	4
		Irrational, Headless	One Word Substitution	11	14
		Unintelligent, Absurd, Dull	Non Euphemistic Responses	1	12
		Flat Headed, Stupid, Silly, Foolish, Nonsense, Clown, Joker, Pinhead, Dumb, Idiot, Idiotic,			
7	Someone who looks Unpleasant	Not Very Attractive	Litotes	3	0
		Not Pretty			
		Not Handsome			
		Unique Faced	Glorification	24	0
		Uniquely Beautiful			
		Unattractive	One Word Substitution	0	9
8	Someone who is fat	Unpleasant	Implication	0	10
		Bad faced			
		Ugly Nasty	Non Euphemistic	3	11
		Witch, Nomad			
		Curvy	Implication	13	11
	Healthy				
	Big Boned	Two Word	5	0	
	Chubby	Slang	8	2	

		Overweight Obese, Buffalo Bull, Heavy	Non- Euphemistic Responses	4	17
9	Someone who is bald	Hairless	One word substitution	5	8
		Thin On Top Moon-Headed	Humorization	0	20
		Thin haired	Two words substitution	22	2
		Bald	Non- Euphemistic	3	0

Table 4.1a has sorted out the responses into the corresponding euphemistic strategies. The female participants have come up with more euphemistic responses as compared to males. The political correction and humourization are the dominant euphemistic strategies used by males in financial matters and appearance issues respectively. The females on the other hand have preferred litotes and glorification in financial matters and mental in-capabilities respectively. The frequencies of all the euphemistic and non-euphemistic responses for each question have been summed up separately for male and female users and enlisted in Table 4.1b as under.

Table 4.1b

Euphemistic and Non-Euphemistic Responses of Male and Female Users in questionnaire # 1

Q.NO	Female users		Male Users	
	Frequency of Euphemistic expressions	Frequency of Non- Euphemistic expressions	Frequency of Euphemistic expressions	Frequency of Non- Euphemistic expressions
1	26	4	24	6
2	25	5	23	7
3	22	8	23	7
4	27	3	22	8
5	29	1	20	10
6	29	1	18	12

7	27	3	19	11
8	26	4	13	17
9	27	3	30	0
Total	238 / 270	32 / 270	192 / 270	78 / 270
% age	88.1 %	11.8 %	71.1 %	28.8 %

Note. Calculations in Table 4.1b are based on the following data

Number of Female / Male Facebook Users each Participating in the study= 30

Number of questions asked (in Questionnaire # 1) from each participant/category = 9

Total number of responses received for Questionnaire # 1 = $9 \times 30 = 270$

The following formula will be used to workout %age of responses throughout the analysis

$$\% \text{ age of Euphemistic Responses} = \frac{\sum \text{frequency of euphemistic responses}}{270} \times 100 \%$$

$$\% \text{ age of Non- Euphemistic Responses} = \frac{\sum \text{frequency of Non- euphemistic responses}}{270} \times 100$$

100

Figures 1 and 2 show the data tabulated in Table 4.1b separately for female and male users respectively.

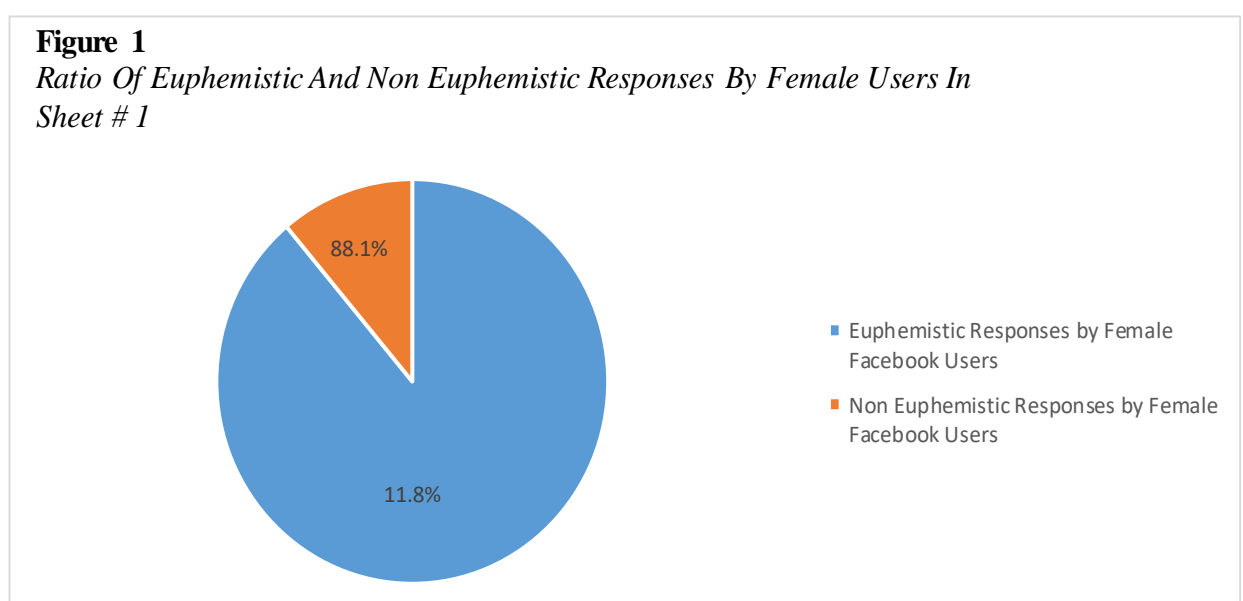
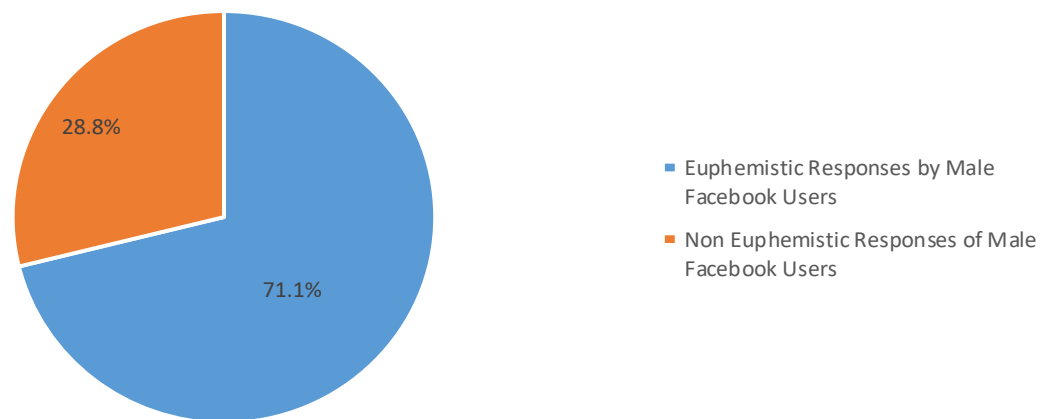


Figure 2
Ratio of Euphemistic and Non Euphemistic Responses By Male Users In Sheet # 1



4.1.1.2 Data Analysis of Questionnaire 2

The data analysis of Questionnaire 2 involves exploring the participants' euphemistic strategies and their tendency of using euphemistic and un-euphemistic expressions in different situations. The responses of the male and female users of Facebook in Questionnaire 2 have been classified in form of euphemistic strategies in table 4.2a as follows.

Table 4.2a

Euphemistic Strategies of Male and Female Facebook Users in Questionnaire# 2

Q #	Question asked	Expression used	Strategy adopted	Female Users	Male Users
				Frequency of Occurrence	Frequency of Occurrence
1	You need to inform your boss that his mother has died.	Died	Non euphemistic	4	8
		Passed away	Abstraction	19	18
		Breathed her last	Implication	6	4
		Flown to glory	Metaphor	1	0

2	You need to inform a friend that one of your mutual friends has died in an encounter with burglars.	Murdered ,	Non euphemistic	12	20
		Killed Slaughtered Took his life	Two word substitution	18	10
3	You have come to know that your friend lied to you about his/her financial status.	Misinformed me	One word substitution	3	8
		Economical with truth	Political Correction	0	12
		Not honest	Litotes	24	3
		Lied to me	Non euphemistic	3	7
4	You have witnessed someone receiving bribe money.	Bribe	Non euphemistic	18	25
		Hushmoney	Implication	3	0
		Tribute	Humorization	5	2
		Palm greasing	Metaphor	4	3
5	You need to go to the toilet in a public place and want to ask about it from a stranger.	Attend the Bathroom Relieve myself	Two words substitution	24	24
		Call of nature	Metaphor	6	2
		Urinate	Non euphemistic	-	4
6	Your friend sitting beside you smells bad and you want to convey it to him/her.	Smell bad stink	Non euphemistic	-	6
		Don't smell good	Litotes	23	19
		Need a shower	Implication	7	5

The above table shows that males and females are almost equally euphemistic as far as bodily issues are concerned, however in subject matters like death and social vices, the number of euphemistic responses provided by males was less than that by

females. Table 4.2b below shows the frequency of euphemistic and non-euphemistic responses provided by the participants in Questionnaire # 2.

Table 4.2b

Euphemistic and Non-Euphemistic Responses of Female and Male Users in Questionnaire 2.

Q #	Female Users		Male Users	
	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions
1	26	4	22	8
2	18	12	10	20
3	27	3	23	7
4	12	18	5	25
5	30	0	26	4
6	30	0	24	6
Total	143	37	110	70
% age	79.4 %	20.5 %	61.1 %	38.8 %

Note. Calculations in Table 4.2b are based on the following data

Number of Female / Male Facebook Users each Participating in the study= 30

Number of questions asked (in Questionnaire # 2) from each participant/category = 6

Total number of responses received for Questionnaire # 2 = $6 \times 30 = 180$

Figures 3 and 4 shows the ratio of euphemistic to in-euphemistic responses of female and male users respectively for Questionnaire 2.

Figure 3
Ratio of Euphemistic and Non Euphemistic Strategies of Female Users

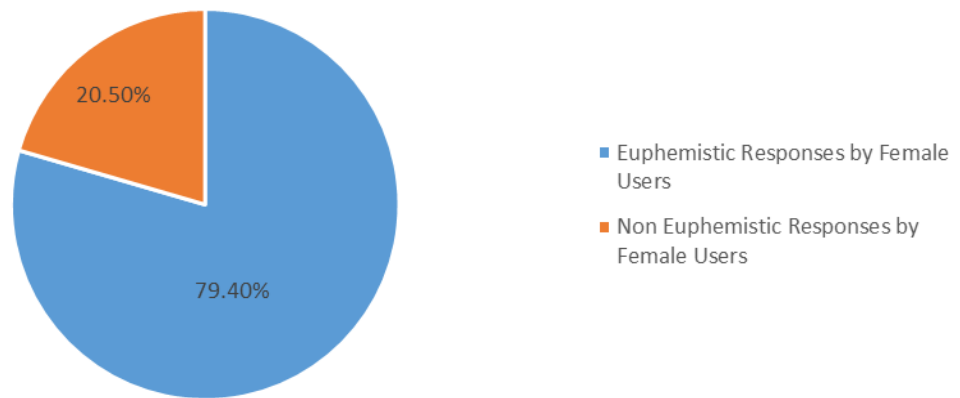
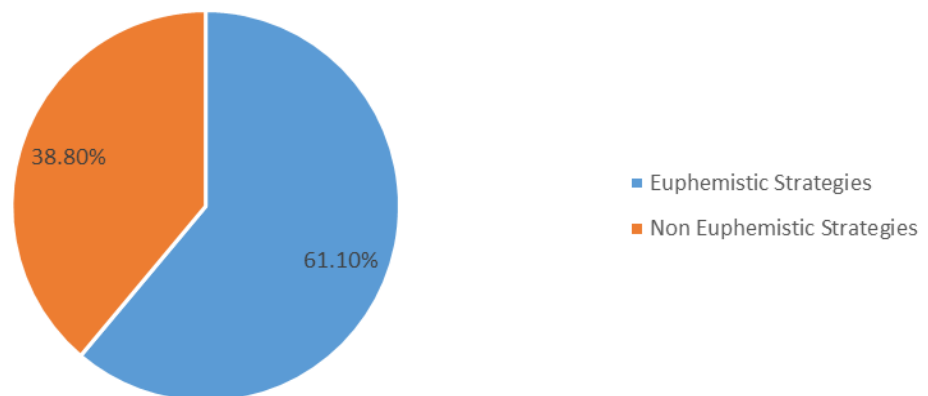


Figure 4
Ratio of Euphemistic to Un-Euphemistic Strategies of Male Users



4.1.1.3 Data Analysis of Questionnaire 3

The analysis of Questionnaire 3 involves exploring the participants' euphemistic strategies, their preference and tendency of using euphemistic/non-euphemistic expressions, their outcome expectancies and aptitudes with respect to euphemism.

Table 4.3a*Euphemistic Strategies of Male and Female Facebook Users in Questionnaire # 3*

Question asked	Expression used	Strategy adopted	Female Facebook Users Frequency Of Occurrence	Male Facebook Users Frequency Of Occurrence
1:Housewife	Home Maker	Glorification	18	11
	Home Economist			
	Home Mistress			
	Home flourisher			
2:Domestic servant	Housekeeper	Two word substitution	9	7
	Childrens' mother			
	Child raiser	Non euphemistic	1	10
	Unemployed woman	No response	2	2
2:Domestic servant	Helper	One Word substitution	17	22
	Attendant			
	Assistant			
	Aaya, Maasi			
3:Blind	Domestic engineer	Glorification	9	-
	Maid	Non-euphemistic responses	4	8
	Visually impaired	Political correction	2	9
	Visionless	One word substitution	1	4
	Special people	Glorification	19	4
	Unable to see	Two word substitution	4	2
	Flower eyed	Non-Euphemistic	0	0
		No Response	4	11

4:Deaf	Unable to hear, Hard of hearing	Two Word substitution	5	5	
	Special person hearing impairment	Glorification	21	7	
		Political correction	4	11	
		Non-Euphemistic	0	0	
		No Response	0	7	
5:Jail	Correction Facility Prison	Political Correction	13	17	
		Non- euphemistic	7	13	
	Bars jail	No Response	10	0	
6.Mental asylum	Psychiatric Facility Hospital for mental patients	Political Correction	8	2	
		Substitution	12	8	
		Non- euphemistic responses	2	2	
	Mental hospital Hospital for mad people Mental asylum				
		No Response	8	18	

The above table shows that female participants are more euphemistic than males in social roles and physical disabilities. The 'No Response' option was used more by males than females which shows greater self-efficacy of the later to use euphemism than the former. Similarly the preference to use euphemism in their language, females showed higher aptitude towards euphemism as compared to males. The frequency of euphemistic and non-euphemistic responses on Questionnaire 3 are listed in Table 4.3b below.

Table 4.3b

Euphemistic and Non Euphemistic Responses of Male and Female Users in Questionnaire # 3

Q #	Female Users			Male Users		
	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions	Frequency of No Response	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions	Frequency of No Response
1	27	1	2	18	10	02
2	26	4	0	22	08	0
3	26	0	4	19	0	11
4	30	0	0	23	0	7
5	13	7	10	17	13	0
6	20	2	8	20	2	8
Total	142/ 180	14 / 180	24/ 180	119 /180	33 / 180	28 / 180
%age	78.8 %	7.7 %	13.3 %	66.1 %	18 %	15.5 %

Note. Calculations in Table 4.3b are based on the following data

Number of Female / Male Facebook Users each Participating in the study= 30

Number of questions asked (in Questionnaire # 3) from each participant/category = 6

Total number of responses received for Questionnaire # 3 = $6 \times 30 = 180$

The euphemistic and un-euphemistic responses of female and male users are shown in figure 5 and 6 respectively in the pie charts below.

Figure 5
Ratio Of Euphemistic & Non Euphemistic By Female Users In Sheet # 3

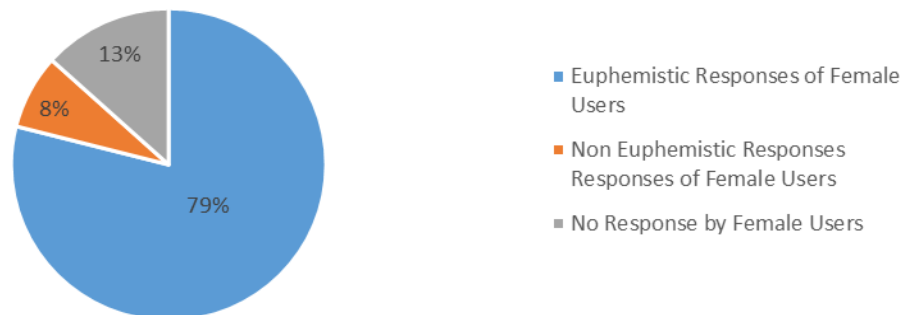
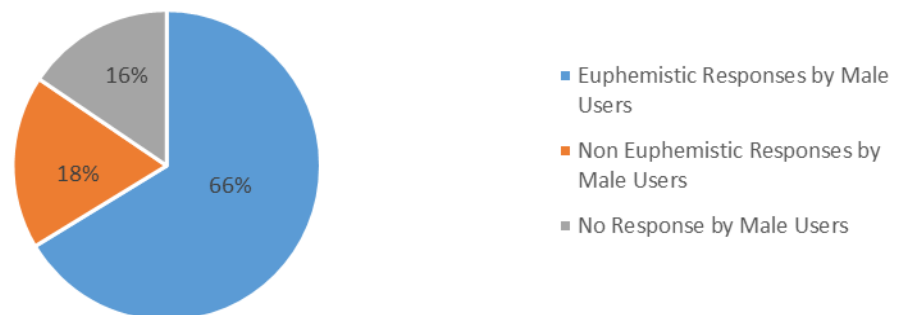


Figure 6
Ratio Of Euphemistic, non Euphemistic And No Response By Male Users In Sheet # 3



4.1.2 Comparative Analysis of Euphemistic Strategies of Male and Female Users

This section includes analysis of the data collected from Questionnaires 1, 2 and 3 from different angles like comparative analysis of the euphemistic strategies for different subject matters, comparison of overall euphemistic strategies of male and female users, their tendency of using euphemistic or un-euphemistic language for different subject matters and their overall tendency of being euphemistic or un-euphemistic.

4.1.2.1 Euphemistic Strategies of Male and Female Users w.r.t Different Subject Matters

Table 4.4 shows a comparison of euphemistic strategies of male and female Facebook users for each subject matter.

Table 4.4

*Euphemistic Strategies per Subject Matter in Decreasing Order of their Occurrence
(Combined data of 3 Questionnaires)*

Subject Matter	Strategies used	Female Users		Male Users	
		Frequency per Strategy	Strategies used	Frequency per Strategy	
1 : Economic/ financial matters	Litotes	38	Political correction	25	
	Political corrections	13	One word Substitution	19	
	Two word Substitution	11	Litotes	13	
	One word Substitution	8	Humorization	10	
	Implication	3	Two word Substitution	3	
	Humorization	0	Implication	0	
2: Mental Capability	Litotes	33	Political correction	22	
	Glorification	17	One word substitution	14	
	One word substitution	11	Implications	14	
	Implication	10	Litotes	6	
	Two word Substitution	8	Two word Substitution	4	
	Political corrections	6	Glorification	0	

3. Appearance issues				
	Glorification	24	Humorization	20
	Two word substitution	27	Implications	21
	Implications	13	One word Substitution	17
	Slang	8	Two word substitution	2
	One word substitution	5	Slang	2
	Litote	3	Litotes	0
	Humorization	0	Glorification	0
<hr/>				
4. Death	Abstraction	19	Abstractions	18
	Two word substitution	18	Two word substitution	10
	Implication	6	Implications	4
	Metaphor	1	Metaphor	-
<hr/>				
5. Vices	Litotes	24	Political corrections	12
	Humorization	5	One word substitution	8
	Metaphor	4	Litotes	3
	One word substitution	3	Metaphor	3
	Implication	3	Humorization	2
	Political corrections	0	Implication	0
<hr/>				
6. Bodily functions	Two word Substitution	24	Two word substitution	24
	Litotes	23	Litotes	19
	Implication	7	Implication	5
	Metaphor	6	Metaphor	2

7. Social roles	Glorification	27	One word substitution	22
	One word substitution	17	Glorification	11
	Two word substitution	9	Two word substitution	7
8. Physical disabilities	Glorification	40	Political Correction	20
	Two word substitution	9	Glorification	11
	Political correction	6	Two word substitution	7
	One word substitution	1	One word substitution	4
9. Social institutions	Political Correction	21	Political Correction	21
	Two word substitution	12	Two word substitution	16

To get a clear idea of the preferences of the male and female users of Facebook w.r.t euphemistic strategies in general, Table 4.5 shows the euphemistic strategies most and least preferred by male and female Users per subject matter.

Table 4.5

Euphemistic Strategies Preferred the Most and the Least per subject by Male and Female Users

Subject Matter	Female Facebook Users			Male Facebook Users		
	Euphemistic strategy preferred the most	Rate of Occurrence	Euphemistic Strategy Preferred the Least	Euphemistic strategy preferred the most	Rate of Occurrence	Euphemistic Strategy Preferred the Least

Economic matters	Litotes	$\frac{38}{73}$	Humorization	$\frac{0}{73}$	Political Correction	$\frac{25}{70}$	Implications	$\frac{0}{70}$
Mental Capability	Litotes	$\frac{33}{85}$	Political Corrections	$\frac{6}{85}$	Political Correction	$\frac{22}{60}$	Glorification	$\frac{0}{60}$
Appearance issues	Glorification	$\frac{24}{80}$	Humorization	$\frac{0}{80}$	Humorization & Implications	$\frac{20}{62}$	Glorification	$\frac{0}{62}$
Death	Abstraction	$\frac{19}{44}$	Metaphor	$\frac{1}{44}$	Abstraction	$\frac{18}{32}$	Metaphor	$\frac{0}{32}$
Vices	Litotes	$\frac{24}{39}$	Political Correction	$\frac{0}{39}$	Political Correction	$\frac{12}{28}$	Implications	$\frac{0}{28}$
Bodily	Two word substitution	$\frac{24}{60}$	Metaphor	$\frac{6}{60}$	Two-word Substitution	$\frac{24}{50}$	Metaphor	$\frac{2}{50}$
Social roles	Glorification	$\frac{27}{53}$	Two word substitution	$\frac{9}{53}$	One word Substitution	$\frac{22}{40}$	Two-word Substitution	$\frac{7}{40}$
Physical disabilities	Glorification	$\frac{40}{56}$	One word Substitution	$\frac{1}{56}$	Political correction	$\frac{20}{42}$	One word substitution	$\frac{4}{42}$
Social institution	Political Correction	$\frac{21}{33}$	Two word substitution	$\frac{12}{33}$	Political Correction	$\frac{21}{37}$	Two word substitution	$\frac{16}{37}$

Note. The numerator of each ratio in Table 4.5 shows the frequency of occurrence of the given Euphemistic Strategy used by the participant in the given Subject Matter.

The denominator shows the sum of frequencies of occurrence of all the Euphemistic Strategies used by the participants in that Subject Matter.

The formula used for calculating the Rate of occurrence in Table 4.5 is as under

$$\text{Rate of occurrence} = \frac{\sum \text{frequency of occurrence of particular euphemistic strategy per subject matter}}{\sum \text{frequencies of all euphemistic strategies per subject matter}}$$

In Table 4.5 we see that female users' behavior towards sensitive subject matters like weaknesses and incapacities etc. is characterized by the use of glorification as the predominant and most preferred euphemistic strategy. For example, female users have glorification as a major and most preferred strategy for issues like physical disability, appearance issues, mental incapacities and social roles. These are the subject matters which the female users were primarily the most euphemistic towards. Glorification is also the most preferred strategy of female users overall, which implies that female users sensitize social roles like those of housewives and servants, and physical mental incapacities and have a natural tendency to glorify what they find to be sensitive.

Males on the other hand are noted to avoid glorification for these subject matters and preferred the use of political correction, one-word and multiple-word substitution. Males used political corrections for 5 out of the 10 subject matters. Among these, two subject matters for which male users were most euphemistic were those of financial and physical. Other subject matters for which they used political correctness were mental incapacities, vices and social institutions. Among these vices and social institutions are the subject matters that they were least euphemistic around. Similarly another subject matter that the male users are most euphemistic around was that of appearance issues. For this subject matter, the most preferred strategy of male users is humorization. This shows that male users' preference of euphemistic strategy does not depend on the subject matters that they are most or least euphemistic around, whereas females' use of euphemistic strategy is in line with the subject matters that they are most or least euphemistic around. In other words, females tend to use their most preferred strategies for the subject matters they find more sensitive in nature than others.

4.1.2.2 Subject Matters for Which Male and Female Users Use Euphemism More than Others

In order to get a more specific understanding of the tendency of male and female users to be more euphemistic, this comparison has been carried out with respect to certain subject matters than others, Table 4.6 has listed all the subject matters and the percentages of euphemistic and un-euphemistic responses to them

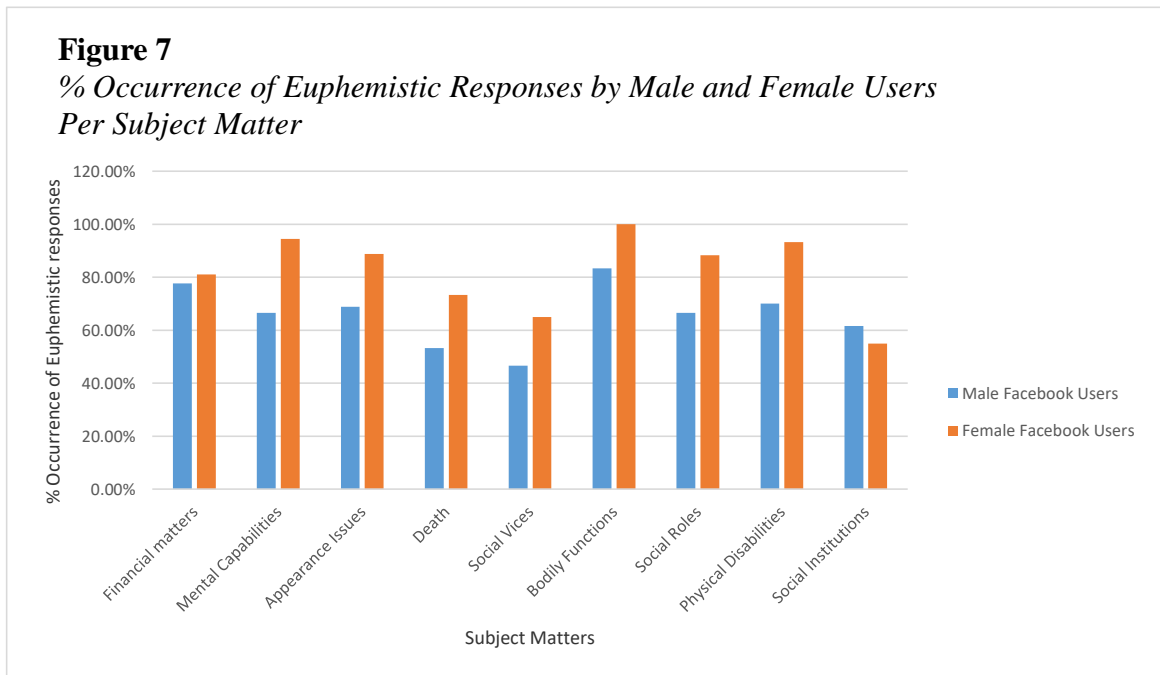
Table 4.6

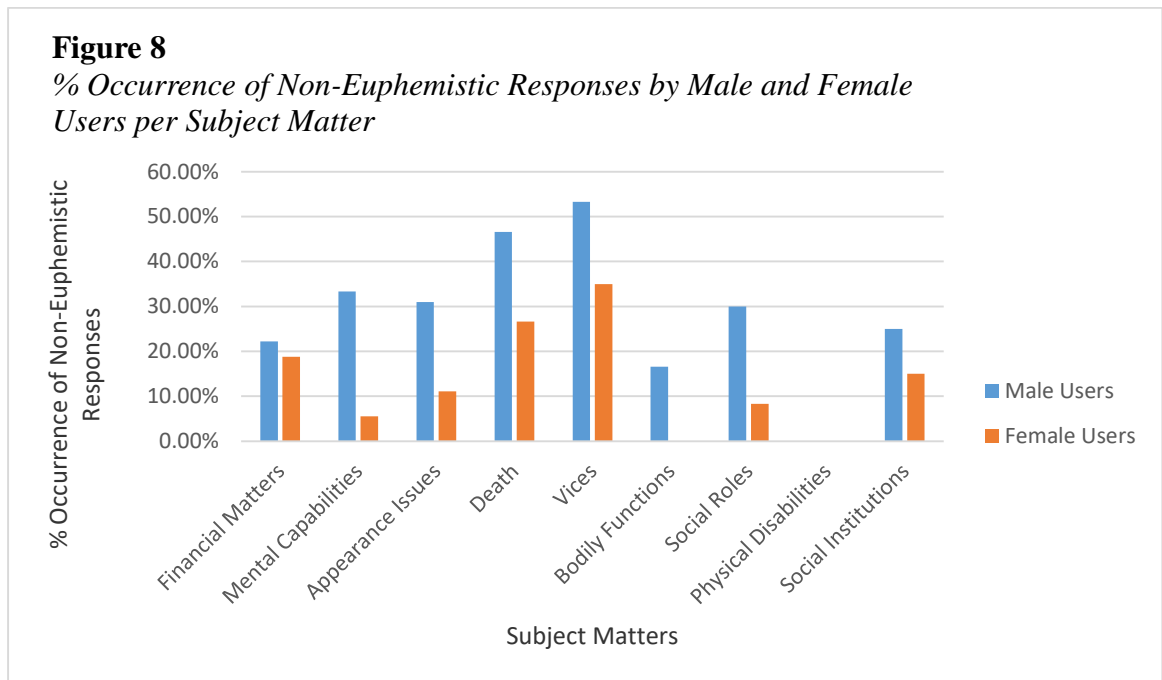
Euphemistic and Non-Euphemistic Responses per Subject Matter

Question # Covering The Subject Matter	Subject Matter/ Issue	Female Facebook Users				Male Facebook Users			
		Euphemistic Responses	Un- Euphemisti c Responses	Euphemistic Responses	Un- Euphemisti c Responses	Euphemistic Responses	Un- Euphemisti c Responses	Euphemistic Responses	Un- Euphemisti c Responses
Q 1,2,3 Questionnaire e 1	Financial	73/90	81.1 %	17 / 90	18.8 %	70/90	77.7 %	20 / 90	22.2 %
Q 4,5,6 Questionnaire e 1	Mental Capability Issues	85/90	94.4 %	5/ 90	5.5%	60/90	66.6 %	30 / 90	33.3 %
Q 7, 8, 9 Questionnaire e 1	Appearan ce Issues	80 / 90	88.8 %	10 / 90	11.1 %	62 / 90	68.8 %	28 / 90	31.1 %
Q 1,2 Questionnaire e 2	Death	44/60	73.3 %	16 / 60	26.6 %	32 / 60	53.3 %	28 / 60	46.6 %
Q 3,4 Questionnaire es 2	Vices	39/60	65%	21 / 60	35%	28 / 60	46.6 %	32 / 60	53.3 %
Q 5,6 Questionnaire e 2	Bodily	60 / 60	100 %	0 / 60	0%	50 / 60	83.3 %	10 / 60	16.6 %

Q1,2 Questionnaire 3	Social Roles	53 / 60	88.3 %	5 / 60	8.3%	40 / 60	66.6 %	18 / 60	30%
Q3,4 Questionnaire 3	Physical disabilities	56 / 60	93.3 %	0 / 60	0%	42 / 60	70%	0 / 60	0 %
Q5,6 Questionnaire 3	Social institutions	33 / 60	55%	9 / 60	15%	37 / 60	61.6 %	15 / 60	25%

Figures 7 and 8 show male and female users' euphemistic and un-euphemistic responses to different subject matters respectively.





Data analyzed in Table 4.6 shows that the subject matters for which the participants, male and female users are most and least euphemistic are more or less the same. This has been made clearer with the help of figure 7 and 8. Female users are seen to be most euphemistic for subject matters like bodily issues, mental disabilities, physical disabilities, appearance issues and social roles, whereas male users are most euphemistic about bodily issues, financial issues, physical disabilities and appearance issues. It is seen that where females are more euphemistic about mental incapacities, males are not as euphemistic around this subject matter. Similarly, where males are recorded to be highly euphemistic around financial issues, female users have this subject matter among the ones that they are the least euphemistic about. Female users are least euphemistic around the subject matters of social institutions followed by vices and death, whereas male users are least euphemistic in subject matters pertaining to vices, death, social institutions and social roles. The similarity between males and females in terms of extent of euphemism used for subject matters is that both are highly euphemistic around subject matters of bodily functions, and physical disabilities. They are both least euphemistic towards vices and death. However in a stark contrast, it is evident that male and females users' euphemistic behavior regarding subject matters of financial matters, mental capabilities, and social roles. While females are highly euphemistic towards mental capabilities and social roles, males are not as euphemistic.

And while male users are among the most euphemistic for financial matters, it is among the least preferred subject matters for euphemism by female users.

4.1.2.2 Overall Preference of Male and Female Users w.r.t Euphemistic Strategies

To get an insight into male and female users' overall preference of euphemistic strategies, table 4.7 has listed the most and least preferred euphemistic strategy by following a decreasing order of their occurrence.

Table 4.7

Overall Euphemistic Strategies in Decreasing Order of Their Occurrence

S. #	Type Of Euphemistic Strategy Used	Female Users		S. #	Type Of Euphemistic Strategy Used	Male Users	
		Frequenc y	%			Frequenc y	%
1	Litotes	121	23.1 %	1	Political Corrections	100	23.7 %
2	Two word substitution	118	22.5 %	2	One Word Substitution	84	19.9 %
3	Glorification	108	20.6 %	3	Two word substitution	73	17.3 %
4	Political Corrections	46	8.7%	4	Implications	44	10.4 %
5	One word substitution	45	8.6%	5	Litotes	41	9.7%
6	Implications	42	8%	6	Humourizatio n	32	7.6%
7	Abstractions	19	3.6%	7	Glorification	22	5.2%
8	Metaphor	11	2.1%	8	Abstractions	18	4.2%
9	Slang	8	1.5%	9	Metaphor	5	1.1%

10	Humourization	5	0.9%	10	Slang	2	0.4%
Total		523		Total		421	

Note. Each occurrence of a given Euphemistic strategy in the entire data was counted and summed up separately for both the categories of participants. Euphemistic Strategies were then arranged in decreasing order of their occurrence separately for Male and Female Facebook Users. The percent occurrence in Table 4.7 has been calculated by the formula as under;

$$\% \text{ occurrence of a given Euphemistic Strategy} = \frac{\sum \text{frequencies of a given Euphemistic Strategy}}{\sum \text{frequency of all euphemistic strategies}}$$

$$\sum \text{frequency of all euphemistic strategies} = 523 \text{ (for Female Facebook Users)}$$

Therefore for Facebook Users

$$\% \text{ occurrence of a given Euphemistic Strategy} = \frac{\sum \text{frequencies of a given Euphemistic Strategy}}{523}$$

Whereas $\sum \text{frequency of all euphemistic strategies} = 421$ (For Male Facebook Users)

Therefore for Non Users

$$\% \text{ occurrence of a given Euphemistic Strategy} = \frac{\sum \text{frequencies of a given Euphemistic Strategy}}{421}$$

Figures 9 and 10 separately show the findings of Table for female and male users respectively.

Figure 9
Euphemistic Strategies of Female Facebook Users in Decreasing Order of Occurrence

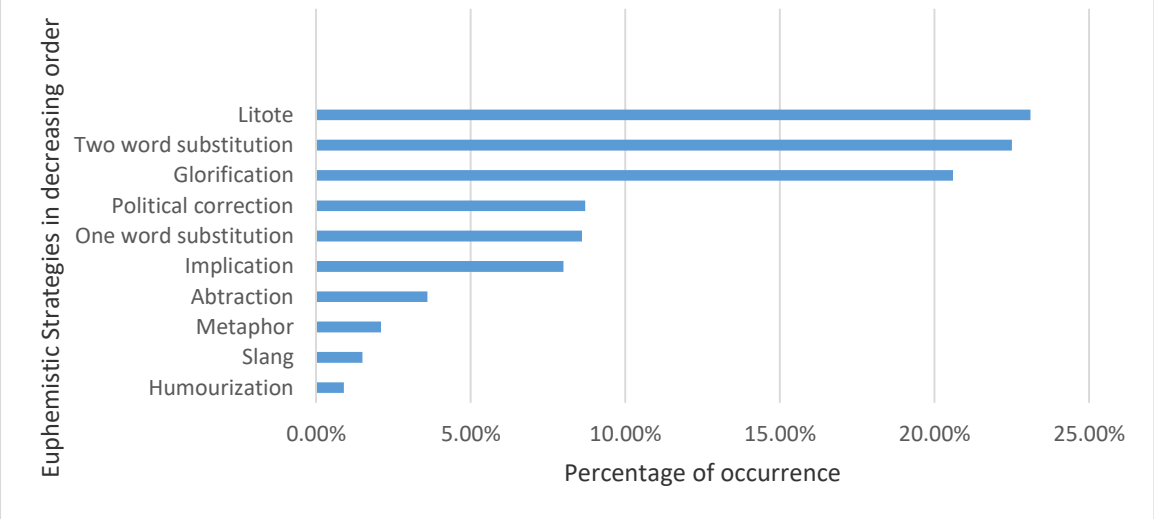


Figure 10
Euphemistic Strategies of Male Users in Decreasing Order of Occurrence

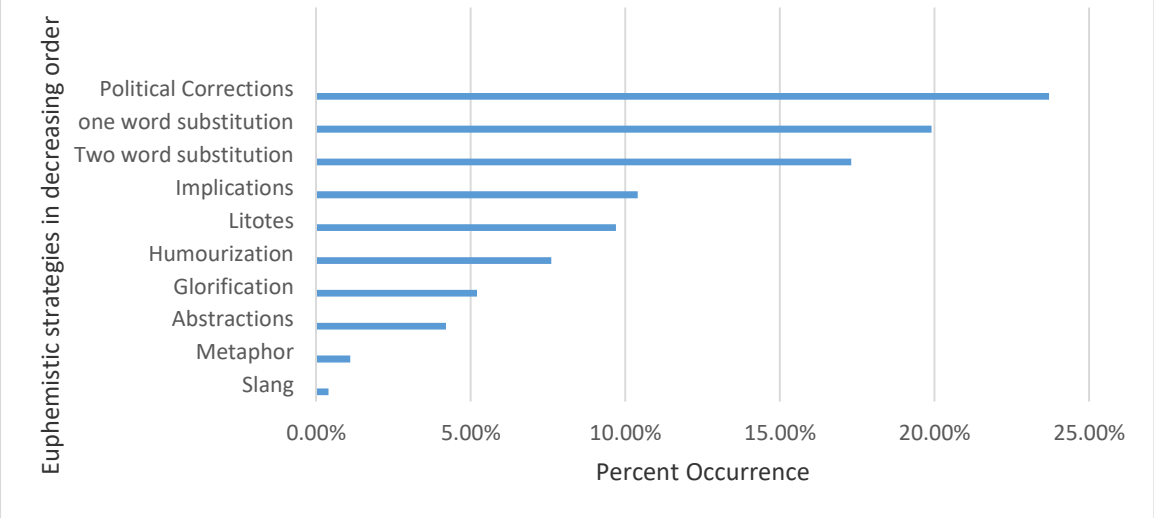


Table 4.7 showed that male and female users were more or less similar in terms of their use of euphemistic strategies. Female users predominantly used litotes followed by multiple word substitution and glorification. Male users used political correction as their leading strategy followed by one word substitution and multiple word substitution. Thus, the most used euphemistic strategy for the male users was political correction, the same for the female users was litotes. If stylistically analyzed, the two strategies are

very different. Where political correction is a craftier play of words and a more impressive formation of an expression for the sake of euphemism, litotes are relatively much simpler and involve no complexity of form or vocabulary. The purpose of both is also slightly different in terms of the magnitude of the euphemistic effect they carry. While political correction serves the purpose of lessening the unpleasant effect of a word or reality while acknowledging the reality at the same time, litotes appear to twist the reality in favor of somewhat neglecting the negative aspect of the reality. So while male users used craftier expressions like political correction showing a more realistic approach towards harsh realities, female users tended to avoid more direct versions of the reality and preferred the mildest possible expression they could find to state the reality. Female users also used political corrections but only moderately. That is, while it was the most preferred strategy by male users, it was used considerably less by female users. Similarly, while litotes were the most preferred strategy of female users, it was one of the least preferred ones for male users.

The use of multiple word substitution was almost the same for both male and female users, being slightly more frequently used by female users than the male users. Male users used one word substitution/ synonyms more than they used multiple word substitution, whereas female did the opposite of this. Here again, it must be noted that glorification involves warping the reality to some extent since it involves a certain degree of exaggeration. Neutral qualities are portrayed as positive in this strategy. Given males' tendency to stay as close to the reality, they were found to disregard this strategy as one of their least preferred ones.

A major difference in male and female users' choice of euphemistic strategies was found to be in the preference of humorization. Males preferred it more than females. Among female users, the use humorization was negligible. This implies that males tend to treat harsh realities much more comfortably in form humor than the females.

4.1.2.3 Tendency of use of Euphemism among the Male and Female Facebook Users

Apart from the participants' responses as analyzed from the perspective of their relation with the subject matters, their responses have been analyzed without regards to the subject matters.

Data analyzed shows that female users are clearly much more euphemistic than male users of Facebook as shown in Table 4.8 which shows the overall euphemistic and un-euphemistic responses of male and female users.

Table 4.8

Overall Euphemistic and Un-Euphemistic Responses of Male and Female Users

Responses of Female Users				Responses of Male Users			
Euphemistic		Non- Euphemistic		Euphemistic		Non- Euphemistic	
Frequency	%age	Frequency	%age	Frequency	%age	Frequency	%age
523/630	83 %	83/630	13.17 %	421/630	66.8 %	181 /630	28.7 %

Note. Calculations of %age of Euphemistic and Non Euphemistic Responses of Male and Female Users in Table 4.8 are based on the following data;

No. of Male/ female Facebook users participating in the study = 30 each

No. of questions asked from each participant = 21

Total No. of responses received per category = $30 \times 21 = 630$

% age of euphemistic or non-euphemistic response = $\frac{\Sigma \text{frequencies}}{\Sigma \text{responses}} \times 100 \%$

4.1.3 Quantitative Measure of Aptitude

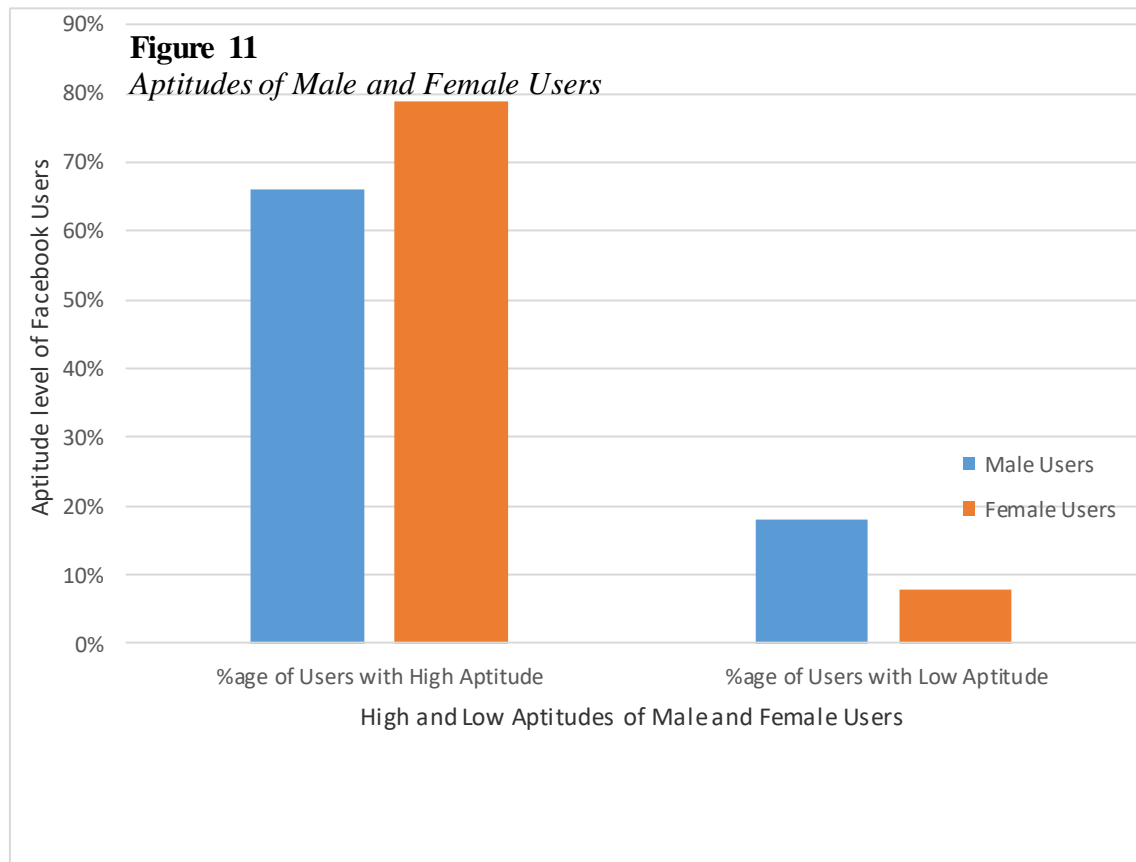
Unlike the other data collection instruments, Questionnaire 3 explicitly instructed the participants to provide polite/euphemistic alternative to the given words. Thus, any euphemistic responses to questions on this Questionnaire are counted as high aptitude of the participants in producing euphemism. Similarly, any un-euphemistic response to questions on this Questionnaire are counted as low aptitude of participants with respect to euphemism. Table 4.9 shows aptitude of male and female users w.r.t euphemism.

Table 4.9

Aptitude of Male and Female Users in Producing Euphemism (Based on Responses in Questionnaire # 3)

Female Users				Male Users			
Euphemistic Responses		Non Euphemistic Responses		Euphemistic Responses		Non Euphemistic Responses	
Frequency	% Responses with High Aptitude	Frequency Of Occurrence	% Responses with low aptitude	Frequency of Occurrence	% Responses with High Aptitude	Frequency Of Occurrence	% Responses with low aptitude
142/180	78.8%	14/180	7.7 %	119/180	66.1%	33/180	18 %

Note. 6 questions were asked in Questionnaire # 3 from thirty (30) female users. A total of 180 responses were received, six from each female user. 142 out of 180 responses by female users were euphemistic whereas “No Response” option was used by twenty four (24) female users which justifies the deficit of this number in Table 10. Similarly in case of Male Users, twenty eight (28) out of 180 were found to opt for “No Response” which covers the deficit of responses in Table 4.9. The rate of euphemistic responses count towards high aptitude whereas that of Non Euphemistic Responses count towards Low Aptitude.



The responses of participants on Questionnaire 3 provided a direct measure of their aptitude regarding euphemism. Euphemistic responses on this Questionnaire indicated high aptitude and un-euphemistic responses to questions on this Questionnaire indicated lack of aptitude of the participants. Table 4.9 showed that 78.8% of the responses of female users and 66.1% of the total responses of male users were euphemistic in Questionnaire 3 which means that 78.8% female users and 66.1% male users showed high aptitude w.r.t. euphemism.

4.1.4 Calculation of Outcome Expectancy

Questionnaire 3 also asked the participants of the study whether or not they prefer using the responses they provided on Questionnaire 3 in their daily lives. This question was meant to evaluate the participants' outcome expectancies regarding euphemism. The following table shows the outcome expectancies.

Table 4.10

The Outcome Expectancies of Male and Female Facebook Users (based on data in Questionnaire #3)

Female Users				Male Users			
Rate of preference of Euphemistic expressions in routine		Rate of non-preference of Euphemistic expressions in routine		Rate of preference of Euphemistic expressions in routine		Rate of non-preference of Euphemistic expressions in routine	
Frequency	%Age of responses With High Outcome Expectancy	Frequency	%Age of Responses With Low Outcome Expectancy	Frequency	%Age of Users With High Outcome Expectancy	Frequency	%Age of Users With Low Outcome Expectancy
139 / 142	97.8 %		2.1 %	83/ 119	69.7 %	36 / 119	30.2 %

Note. 142 responses by Female Users came out to be euphemistic. 139 out of 142 euphemistic expressions were preferred to be used by Facebook Users in their routine or day to day language which accounts for the rate of High Outcome Expectancy. 3 out of 142 expressions were not preferred to be used in day to day language by the Facebook Users which gives the rate of Low outcome expectancy. 119 responses by Male Users were found to be euphemistic. 83 out of 119 euphemistic expressions were preferred to be used by Non- Users in their day to day language which accounts for the rate of High Outcome Expectancy. 36 out of 119 expressions were not preferred to be used in day to day language by the Non-Users which gives the rate of Low outcome expectancy.

Questionnaire 3 asked participants to state whether or not they prefer (to use in real lives) the expressions with which they replied to the questions on Questionnaire 3. The responses were negative or affirmative. Negative responses to this question for euphemistic responses showed low outcome expectancy as did positive responses to un-euphemistic answers. 97.8% female users and 69.7% male users showed high outcome expectancies on Questionnaire 3.

Figure 12
Outcome Expectancies of Male and Female Users

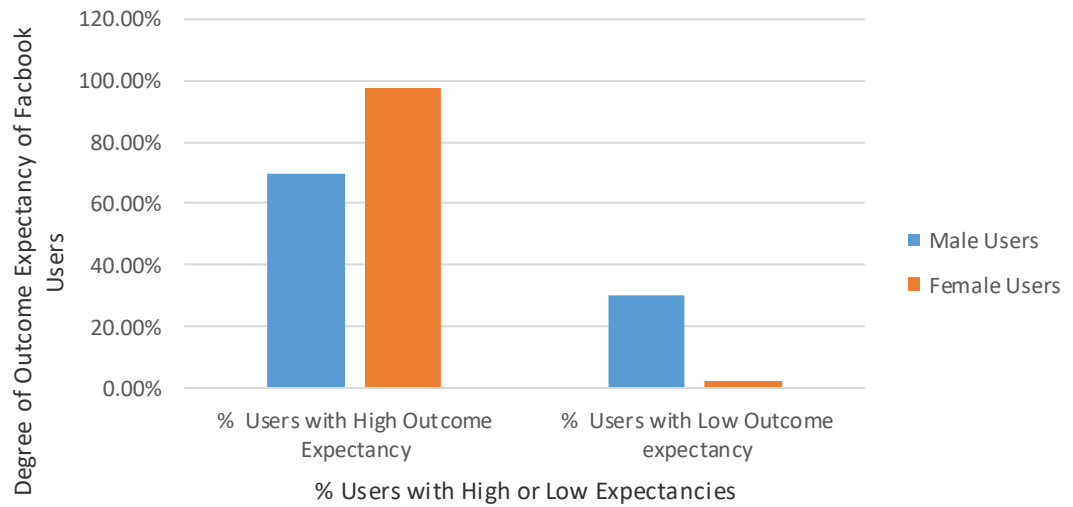
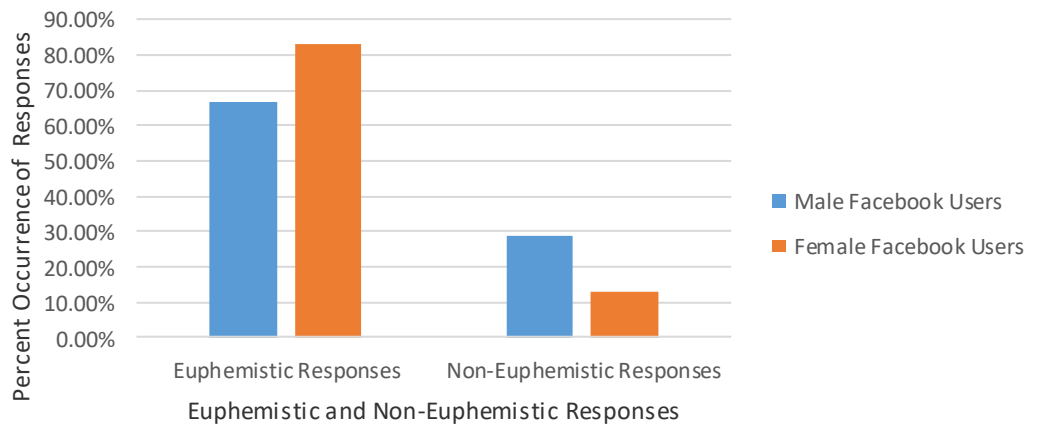


Figure 13
Overall % Occurrence of Euphemistic and Non-Euphemistic Responses by Male and Female Users



4.1.5 Analysis of Questionnaire for Facebook Users

Questionnaire # 4 included information about the extent and nature of modelling or observational learning undergone by male and female users. This questionnaire has been analyzed in a way that the relationship between their feedback on the questionnaire 4 and their actual responses on Questionnaires 1, 2 and 3 is traced as precisely as possible. Table 4.11 shows a summary of the male and female users’ responses collected through the questionnaire.

Table 4.11

Question Wise Frequency of Responses of Male and Female Facebook Users in Questionnaire 4

Question Asked	Responses Received	Female Users	Male Users
1:Frequency of observing language of other users on Facebook	A. Frequently	23	18
	B. Sometimes	6	3
	C. Rarely	1	9
2: Frequency of observing Reactions of other users to courteous Language	A. Frequently	22	14
	B. Sometimes	5	7
	C. Rarely	3	9
3: Frequency of observing reactions to the blunt language used by other users in their posts	A. Frequently	27	18
	B. Sometimes	2	5
	C. Rarely	1	7
4: Learning alternative Expressions for Blunt Language on Facebook	A. Yes	23	18
	B. Not sure	0	0
	C. No	7	12
5:Your Initial Language Strategy at the Time of Joining Facebook	A. Blunt	9	11
	B. mixed	9	10
	C. courteous	12	9

6: Your initial level of confidence while coping with sensitive issues on Facebook	A. Confident	17	21
	B. Not sure	0	0
	C. Hesitant	13	9
7: Your current Language Strategy on Facebook	A. Courteous	24	18
	B. Mixed	5	6
	C. Blunt	1	6
8: Are you able to cope with sensitive issues on Facebook with the help of your language currently?	A. Yes	24	26
	B. Not sure	0	0
	C. No	6	4
9. Do you attribute change (if any) in your language strategy to use of Facebook?	A. Yes	23	18
	B. Not sure	0	0
	C. No	7	12

4.1.5.1 Modelling

Modelling results in vicarious learning. Vicarious learning or observational learning has been identified by Bandura (1997) as one of the most basic outcomes of observation or modelling. It results in a change in the observer's behavior. Q5 and Q7 of the questionnaire 4 (Appendix E) determines the change undergone by the Facebook users w.r.t euphemism usage of language overtime after joining Facebook. Table 4.12 has presented the quantification of this change.

Table 4.12

Quantitative Measure of Modelling Regarding Language strategies (based on data provided in questionnaire 4)

Facebook Users	% Language strategy conversion from			Facebook Users who were initially Euphemistic	% Facebook Users *converted to Euphemism	% users who underwent change in Language strategy
	Blunt to courteous	Mixed to courteous	Blunt to mixed			
Female	7/9 (77.7%)	5/9 (55.5%)	1/9 (11%)	12 (40%)	12 (40%)	43.3 %
Male	3/11 (27%)	4/10 (40%)	2/11 (18%)	9 (30%)	7 (23.3%)	30 %

Note. *initially refers to the initial time of joining the Facebook

*converted refers to the change in language strategy after a long period of use and exposure to Facebook.

The calculations in Table 4.12 are based on the following data taken from Table 4.11

Number of Female Facebook Users initially having blunt language = 9

Number of Female Facebook Users changing from blunt to courteous language = 7

$$\% \text{ change} = \frac{7}{9} \times 100 \% = 77.7 \%$$

Number of Female Facebook Users initially adopting mixed language = 9

Number of Female Facebook Users converted from mixed to courteous language = 5

$$\% \text{ change} = \frac{5}{9} \times 100 \% = 55.5 \%$$

Number of Female Facebook Users initially adopting blunt language = 9

Number of Female Facebook Users converted from blunt to mixed language = 1

$$\% \text{ change} = \frac{1}{9} \times 100 \% = 11 \%$$

Number of Female Facebook Users initially adopting Euphemistic Strategy = 12

Number of Female Facebook Users converted to Euphemistic Strategy = 12

Number of Female Facebook Users participating in the study = 30

% Female Facebook Users converted to Euphemistic Strategy = $\frac{12}{30} \times 100\% = 40\%$

Total number of Female Facebook Users converted from their initial language strategy = 13

Overall % Female Facebook Users with change in their language strategies

$$= \frac{13}{30} \times 100\% = 43.3\%$$

Number of Male Facebook Users initially adopting blunt language = 11

Number of Male Facebook Users converted from blunt to courteous language = 3

$$\% \text{ change} = \frac{3}{11} \times 100\% = 27\%$$

Number of Male Facebook Users initially adopting mixed language = 10

Number of Male Facebook Users converted from mixed to courteous language = 4

$$\% \text{ change} = \frac{4}{10} \times 100\% = 40\%$$

Number of Male Facebook Users initially adopting blunt language = 11

Number of Male Facebook Users converted from blunt to mixed language = 2

$$\% \text{ change} = \frac{2}{11} \times 100\% = 18\%$$

Number of Male Facebook Users initially adopting Euphemistic Strategy = 9

Number of Male Facebook Users converted to Euphemistic Strategy = 7

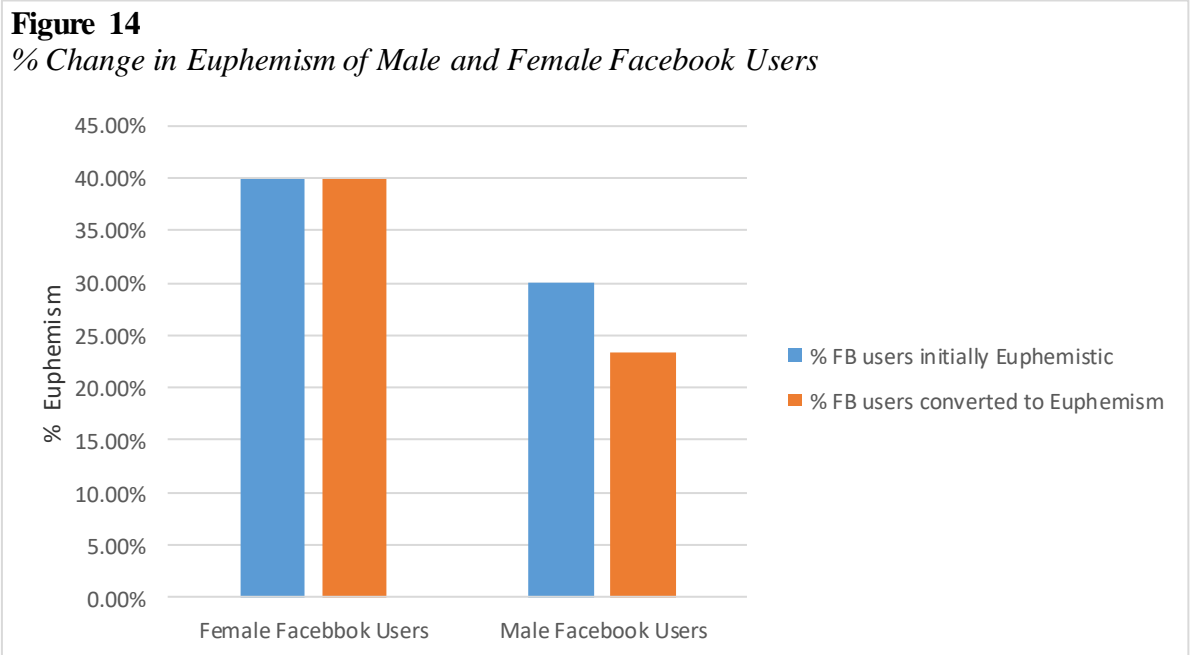
Number of Male Facebook Users participating in the study = 30

$$\% \text{ Male Facebook Users converted to Euphemistic Strategy} = \frac{7}{30} \times 100\% = 23.3\%$$

Total number of Male Facebook Users converted from initial language strategy = 9

Overall % Male Facebook Users with change in their language strategies

$$= \frac{9}{30} \times 100\% = 30\%$$



To check the reliability of data provided by the participants in the questionnaire with regards to the modelling and its effects on them, the percent uncertainty was measured for Facebook Users of both genders. For this purpose the difference of responses in the Questionnaires 1, 2, 3 and the Questionnaire 4 were figured out and enlisted table 4.13 as follows.

Table 4.13

% Uncertainty in responses of Male and Female Facebook Users

Actual Performance in Questionnaires 1, 2, 3 (Column 4) Vs. Participants' Perceptions in Questionnaire 4

(Columns 1, 2 & 3)

Facebook Users	Initially Euphemistic (1)	Converted to Euphemism (2)	Total Currently Euphemistic (1) + (2) = (3)	No. of users who provided Euphemistic Responses in Questionnaires (4)	Difference (4) - (3) = (5)	% uncertainty (6)
Female	12 (40%)	12 (40%)	24 (80%)	25 (83%)	25-24=1	4% = ± 1

Male	9 (30%)	7 (23%)	16 (53.3%)	20 (69%)	20-16=4	20 % = ± 4
------	---------	---------	---------------	----------	---------	-------------------------------------

Note. The % Uncertainty is calculated by the formula

$$\begin{aligned} \text{\% uncertainty for Female Facebook Users} &= \frac{\text{Difference}}{\text{value based on actual performance}} \times 100 \\ &= \frac{25-24}{25} \times 100 \% = 4 \% \end{aligned}$$

Uncertainty for Female Facebook Users in figures = 4 % of 25 = ± 1

This implies that the actual number of Female Facebook Users in the chosen sample using Euphemism = 25 ± 1

(24 < actual number of Female Facebook Users using Euphemism < 26)

$$\begin{aligned} \text{\% uncertainty for Male Facebook Users} &= \frac{\text{Difference}}{\text{value based on actual performance}} \times 100 \\ &= \frac{20-16}{20} \times 100 \% = 20 \% \end{aligned}$$

Uncertainty for Male Facebook Users in figures = 10 % of 20 = ± 4

This implies that the actual number of Male FB Users using Euphemism = 20 ± 4

16 < actual number of Male Facebook Users using Euphemism < 24

Table 4.12 showed that 40% female users as compared to 23% male users changed their language style from mixed or purely un-euphemistic language style to purely euphemistic language styles which is an attribute of successful modelling overtime. To understand the nature of modelling which the users underwent, it has been tabulated in tables 4.14 and 4.15 for female and male users respectively.

Table 4.14*Quantitative measure of Modelling for Female Users*

Questions asked to judge modelling of Users	Options which were to be chosen	Option corresponding to High Degree of Modelling	No. of Responses showing High Degree Modelling	% occurrence of responses showing High degree of modelling
1: Frequency of observing language used by other users in their posts on Facebook	A. Frequently B. Sometimes C. Rarely	A. Frequently	23	76 %
2: Frequency of observing Reactions to courteous Language used by other users in their posts	A. Frequently B. Sometimes C. Rarely	A. Frequently	22	73 %
3: Frequency of observing reactions to the blunt language used by other users in their posts	A. Frequently B. Sometime C. Rarely	A. Frequently	27	90 %
4: Learning alternative Expressions for Blunt Language on Facebook	A. Yes B. Not sure C. No	A. Yes	23	76 %
5. Do you attribute change (if any) in your language strategy to Facebook?	A. Yes B. Not sure C. No	A. Yes	23	76 %

Mean occurrence of responses showing high degree of Modelling = $\frac{\sum x}{n} = \frac{118}{5} = 23$

% Female Users with perception of High Degree of Modelling = 76.6 %

Where $\sum x = \text{sum of all responses showing High Degree of Modelling} = 118$

n = Number of questions asked to judge Degree of Modelling = 5

Table 4.15

Quantitative measure of Modelling for Male Users

Questions asked to judge modelling of Users	Options which were to be chosen	Option corresponding to High Degree of Modelling	No. of Responses showing High Degree Modelling	% occurrence of responses showing High degree of modelling
1: Frequency of observing language used by other users in their posts on Facebook	A Frequently B Sometimes C. Rarely	A. Frequently	18	60 %
2: Frequency of observing Reactions to courteous Language used by other users in their posts	A Frequently B Sometimes C. Rarely	A. Frequently	14	46.6 %
3: Frequency of observing reactions to the blunt language used by other users in their posts	A Frequently B Sometimes C. Rarely	A. Frequently	18	60 %

4: Learning alternative Expressions for Blunt Language on Facebook	A. Yes B. Not sure C. No	A. Yes	18	60 %
5. Do you attribute change (if any) in your language strategy to Facebook?	A. Yes B. Not sure C. Sometime	A. Yes	18	60 %

Mean occurrence of responses showing High Degree of Modelling = $\frac{\sum x}{n} = \frac{86}{5} = 17$

% Male Users with perception of High Degree of Modelling = 56.6 %

Where $\sum x = \text{sum of all responses showing High Degree of Modelling} = 86$

$n = \text{Number of questions asked to judge Degree of Modelling} = 5$

Tables 4.14 and 4.15 show that out of the 76.6% of female users who observed language and responses to different styles of language on Facebook, 73% claim to observe reactions to blunt language on Facebook. 90% female users observe reactions to blunt/un-euphemistic language on Facebook. 76 % claimed that they look for alternate expressions. On the other hand 60% men observe language styles of Facebook out of which 46% claim to observe reactions to polite language on Facebook and 60% claim to observe reactions to un-euphemistic language on Facebook. Subsequently, 40% female users as compared to 23% male users changed their language style from mixed or purely un-euphemistic language style to purely euphemistic language styles as shown in Tables

4.1.5.2 Calculation of Self-Efficacy

Bandura (1997) defined self-efficacy as the belief in one's ability of performing of reciprocating an observed behavior in the right place and time. Q8 of the questionnaire inquired the self-efficacy belief of the users w.r.t to their ability of using euphemism effectively. Self-efficacy was recorded for male users at and for female users at. In order to make sense of self-efficacy in a better way, it has been compared with the aptitude of the male and female users in Table 4.16 and 4.17 below.

Table 4.16

Self-Efficacy Beliefs and Aptitudes of Female Facebook Users (Regarding their Euphemism)

Aptitude	Self-Efficacy
Percentage of euphemistic responses $= \frac{\Sigma \text{frequency of euphemistic responses}}{\text{total No of responses}} \times 100 \%$	Percentage of positive responses to Q8 $= \frac{\Sigma \text{frequency of positive responses}}{\text{total No of responses}} \times 100 \%$
83 %	80 %
Aptitude to Self-Efficacy Ratio for Female Facebook Users = 0.83: 0.80 = 1.03 \Rightarrow Self efficacy < Aptitude (for Female Facebook Users)	

Table 4.17

Self-Efficacy Beliefs and Aptitudes of Male Facebook Users (Regarding their Euphemism)

Aptitude	Self-Efficacy
Percentage of euphemistic responses $= \frac{\Sigma \text{frequency of euphemistic responses}}{\text{total No of responses}} \times 100 \%$	Percentage of positive responses to Q8 $= \frac{\Sigma \text{frequency of positive responses}}{\text{total No of responses}} \times 100 \%$
69 %	86.6 %
Aptitude to Self-Efficacy Ratio for Male Users = 0.69/0.86 = 0.8 \Rightarrow Self efficacy > Aptitude (for Male Facebook Users)	

Tables 4.16 and 4.17 show that males have greater self-efficacies, despite a relatively lower degree of aptitude as compared to female users. Females scored 83% and were found to have 80% self-efficacy as compared to male users who had 69% aptitude and 86.6% self-efficacy. There is, however, a discrepancy in the correlation for the two sets of participants. Female users clearly have a lower self-efficacy

compared to the male users but their self-efficacy is more in line with their actual performance or aptitude that was assessed in the Questionnaire 3 as compared to that of the male users. This shows that while males had higher self-efficacy beliefs, their performance was not as much in line with their self-efficacy, whereas female users' high self-efficacies were justified by their actual performance/ aptitude which was calculated on the basis of responses in Questionnaire 3.

4.2 Data Analysis of Facebook Users and Non-Users

The comparative analysis of Facebook users and non-users in terms of their euphemistic strategies has been carried out in this section. Like male and female users, the data in Questionnaire 3 for these participants has also been analyzed to figure out the aptitudes and outcome expectancies of the Facebook Users collectively.

4.2.1 Analysis of Questionnaires

Data received from these participants on Questionnaires 1, 2 and 3 has been compared for the types of strategies, the frequencies and percentages of euphemistic and non-euphemistic expressions.

4.2.1.1 Data Analysis of Questionnaire 1

Data analysis of Questionnaire 1 for users and non-users involves studying and comparing their euphemistic strategies and their tendencies of using euphemistic/un-euphemistic expressions. Table 4.18 shows responses of users and non-users categorized in form of different euphemistic strategies.

Table 4.18*Euphemistic Strategies of Facebook Users and Non Users in Questionnaire # 1.*

Q #	Question Asked	Expressions Used	Strategy Adopted	Facebook Users	Non-Users
				Frequency of Occurrence	Frequency of Occurrence
1	Someone Who Has Little To Spend	Destitute,	One Word Substitution	9	19
		Deprived, Needy	Two Word Substitution	7	1
		Under Resourced, Under Privileged	Political Correction	24	0
		Empty handed Economically Challenged Economically Disadvantaged	Litotes	10	14
		Not Rich, Not Well Off, Not Wealthy			
		Poor, Penniless, Wretched, Broke	Non-Euphemistic Responses	10	26
2	Someone Who Does Not Spend On Basic Needs.	Not unwilling to spend, Not extravagant, unwilling to spend	Litotes	18	17
		Parsimonious	One Word Substitution	3	21
		Hoarder	Implications	3	0
		Penny Pincher	Humorization	10	0
		Tight fisted	Political Correction	14	0
		Economical Person	Non-Euphemistic Responses	12	22
3	Something Bought For Low Cost.	Not Expensive, Not Costly, Not High Priced, Not Extravagant	Litotes	23	15

		Affordable, Economical, inexpensive	One Word Substitutions	15	17
		Within Budget, Reasonable Priced, Low Priced, Less Costly, Leftover stuff Cheap	Two Word Substitutions	7	3
			Non- Euphemistic	15	25
4	Someone Who Is Mentally Unstable	Mentally Not Sound, Mentally Not Stable Special Person	Litotes	4	36
			Glorification	17	0
		Mentally Challenged, Mentally Disparaged, Mentally Ill /Unwell	Political Correction	28	0
		Mad, Mental, abnormal, lunatic, insane	Non- euphemistic words	11	24
5	Someone Who Scores Low In Studies.	Not Smart, Not Intelligent, Not Bright Below Average	Litotes	13	6
			Two Word Substitution	12	14
		Unintelligent, Inefficient, Struggler, Struggling Student, Oily pitcher	Implication	24	14
		Weak Student, Poor Student, Poor Performer Dumb Student,	Non- Euphemistic Responses	11	26
6	Someone Who Talks Nonsense	Not Smart, Not Intelligent, Not Reasonable Irrational, Unintelligent, Absurd, Dull Headless	Litotes	22	19
			One Word Substitution	25	14

		Flat Headed, Stupid, Silly, Foolish, Nonsense, Clown, Joker, Pinhead, Dumb, Idiot, Idiotic	Non Euphemistic Responses	13	27
7	Someone who looks Unpleasant	Not Very Attractive Not Pretty Not Handsome Unique Faced Uniquely Beautiful Unattractive	Litotes	3	15
		Unpleasant Bad faced Ugly, Nasty Witch, Nomad	Glorification	24	0
			One Word Substitution	9	11
			Implication	10	8
			Non Euphemistic	14	26
8	Someone who is fat	Curvy Healthy Big Boned Chubby Overweight Obese, Bull, Buffalo Heavy	Implication	24	21
			Two Word	5	0
			Slang	10	7
			Non- Euphemistic Responses	21	32
9	Someone who is bald	Hairless Thin On Top Moon-Headed Thin haired Bald	One word substitution	13	25
			Humorization	20	0
			Two words substitution	24	8
			Non- Euphemistic	3	27

The above table shows a drastic difference in language strategies of Facebook users and non-users. Nearly half of the responses by non-users were non euphemistic. The noticeable difference is that euphemistic strategies like humourization, political correction and glorification are not used at all by non-users of Facebook whereas for Facebook users the same came out to be the dominant strategies. Litotes and one/two word substitutions were the strategies most preferred by non-users of Facebook. The

following table has listed the responses of users and non-users in Questionnaire 1 in form of euphemistic/non-euphemistic responses.

Table 4.19

Euphemistic and Non-Euphemistic Responses of Facebook Users and Non-Users in Questionnaire # 1

Q #	Facebook users		Non- Users	
	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions
1	50	10	34	26
2	48	12	38	22
3	45	15	35	25
4	49	11	36	24
5	49	11	34	26
6	47	13	33	27
7	46	14	34	26
8	39	21	28	32
9	57	3	33	27
Σ frequency	430	110	305	235
% age	79.6 %	20.3 %	56.4 %	43.5 %

Note. Calculations in Table 4.19 are based on the following data

Number of Facebook Users /Non-Users Participating in the study= 60

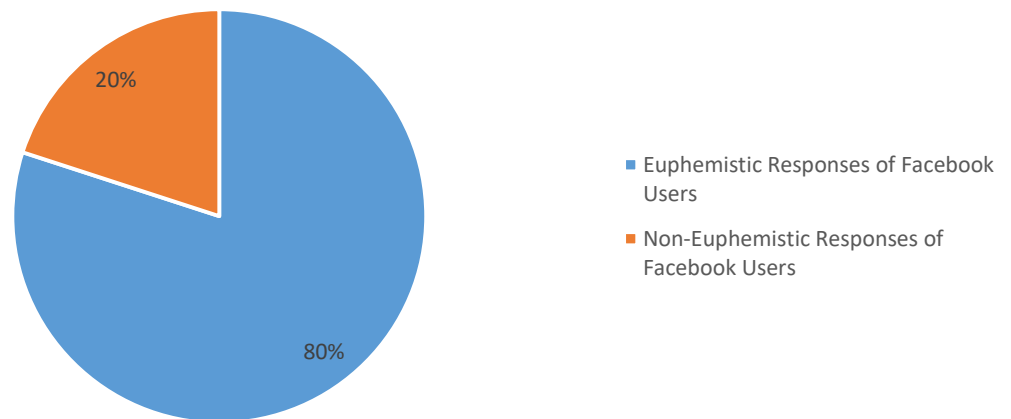
Number of questions asked (in Questionnaire # 1) from each participant/category = 9

Total number of responses received for Questionnaire # 1 = $9 \times 60 = 540$

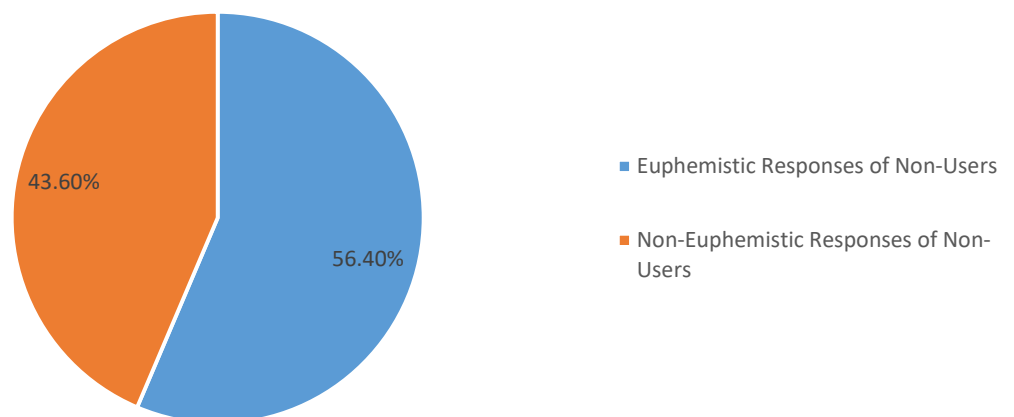
Figures 15 and 16 separately show the ratios of euphemistic and un-euphemistic responses of Facebook users and non-users respectively in Questionnaire 1.

Figure 15

Ratio of Euphemistic to Non-Euphemistic Responses of Facebook Users in Sheet 1

**Figure 16**

Ratio of Euphemistic to Non-euphemistic Responses of Non-Users in Sheet 1



4.2.1.2 Analysis of Questionnaire 2

Data analysis of Questionnaire 2 for users and non-users involves studying and comparing their euphemistic strategies and their tendencies of using euphemistic/un-euphemistic expressions. Table 4.20 shows responses of users and non-users categorized in form of different euphemistic strategies.

Table 4.20*Euphemistic Strategies of Facebook Users and Non-Users in Questionnaire# 2*

Q #	Question asked	Expression used	Strategy adopted	Facebook Users	Non-Users
				Frequency of Occurrence	Frequency of Occurrence
1	You need to inform your boss that his mother has died?	Died	Non euphemistic	12	28
		Passed away	Abstraction	37	28
		Breathed her last	Implication	10	4
		Flown to glory	Metaphor	1	0
2	You need to inform a friend that one of your mutual friends has died in an encounter with burglars.	Murdered ,	Non euphemistic	32	41
		Killed			
		Slaughtered	Two word substitution	28	19
3	You have come to know that your friend lied to you about his/her financial status.	Misinformed me	One word substitution	11	18
		Economical with truth	Political	12	0
		Not truthful	Litotes	27	15
		Lied to me	Non euphemistic	10	27
4	You have witnessed someone receiving bribe money	Bribe	Non euphemistic	43	45
		Hushmoney	Implication	3	15
		Tribute	Humorization	7	0
		Palm greasing	Metaphor	7	0
5	You need to go to the toilet in a public place and want to ask about it	Attend the Bathroom	Two words substitution	48	44
		Relieve myself	Metaphor	8	2
		Call of nature			

	from a stranger	Urinate	Non euphemistic	4	14
6	Your friend sitting beside you smells bad and you want to convey it to him/her	Smell bad stink Don't smell good Need a shower	Non euphemistic Litotes Implication	6 42 12	26 24 10

The responses received from non-users of Facebook for Questionnaire 2 exhibit the pattern of euphemistic strategies similar to that observed in Questionnaire 1.

Table 4.21

Euphemistic and Non-Euphemistic Responses of Facebook Users and Non-Users in Questionnaire 2.

Q.NO	Facebook Users		Non- Users	
	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions	Frequency of Euphemistic expressions	Frequency of Non-Euphemistic expressions
1	48	12	32	28
2	28	32	19	41
3	50	10	33	27
4	17	43	15	45
5	56	4	46	14
6	54	6	34	26
Σ frequency	253	107	179	181
% age	70.2 %	29.7 %	49.7 %	50.2 %

Note. Calculations in Table 4.21 are based on the following data

Number of Facebook Users /Non-Users Participating in the study= 60

Number of questions asked (in Questionnaire # 2) from each participant/category = 6

Total number of responses received for Questionnaire # 2 = $6 \times 60 = 360$

Figures 17 and 18 separately show the ratios of euphemistic and un-euphemistic responses of Facebook users and non-users respectively in Questionnaire 2.

Figure 17

Ratio of Euphemistic to Non-Euphemistic Responses of Facebook Users

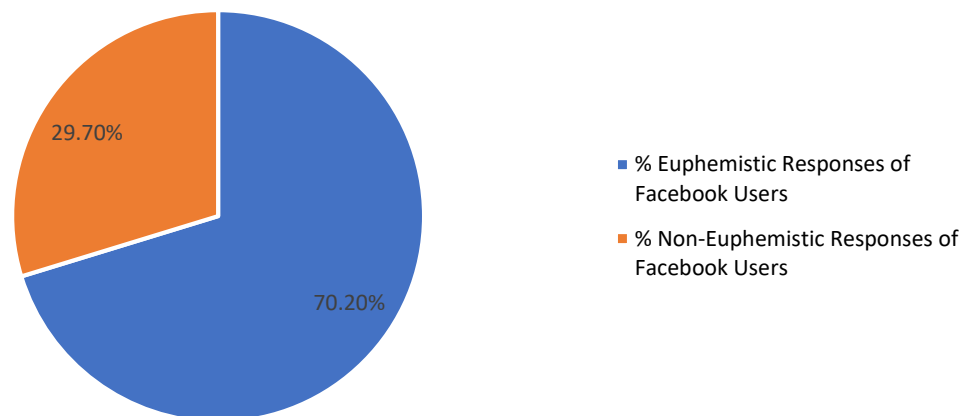
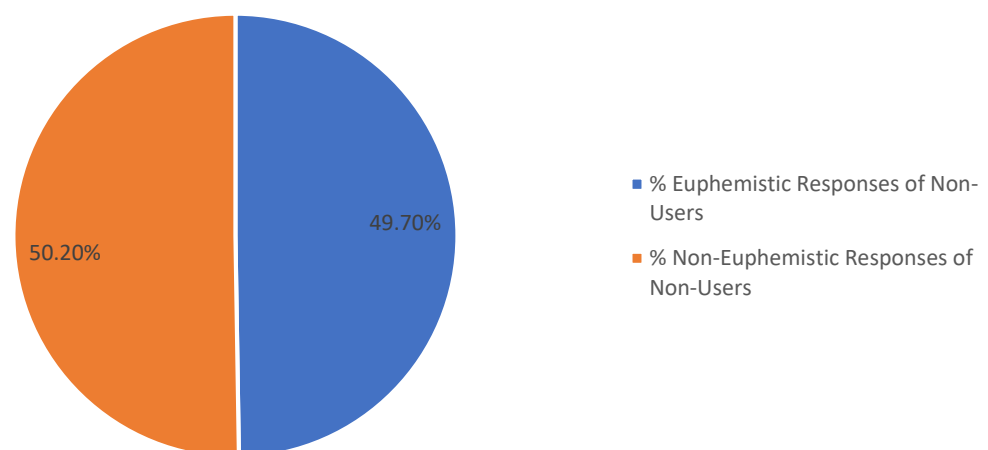


Figure 18

Ratio of euphemistic to non-euphemistic responses of Non-users



4.2.1.3 Analysis of Questionnaire 3

Data analysis of Questionnaire 1 for users and non-users involves studying and comparing their euphemistic strategies and their tendencies of using euphemistic/un-euphemistic expressions. Table 4.22 shows responses of users and non-users

categorized in form of different euphemistic strategies. It also includes the calculation of aptitudes of users and non-users as well as their outcome expectancies.

Table 4.22

Euphemistic Strategies of Facebook Users and Non-Users in Questionnaire # 3

Question asked Provide an alternative expression for	Expression used	Strategy adopted	Facebook Users	Non-Users
			Frequency Of Occurrence	Frequency Of Occurrence
1: Housewife	Home Economist Home Mistress Home Maker	Glorification	29	0
	Housekeeper Childrens' mother	Two word substitution	16	23
	Child raiser Unemployed woman	Non euphemistic	11	29
	-	No response	4	8
2: Domestic servant	Helper Attendant Assistant Aaya, Maasi	One Word substitution	29	19
	Domestic engineer	Glorification	9	0
	Maid	Non- euphemistic responses	12	34
	No Response		10	7
3: Blind	Visually impaired	Political correction	11	0
	Visionless	One word substitution	5	22
	Special people	Glorification	23	1
	Unable to see Flower eyed	Two word substitution	6	12
	Blind	Non- Euphemistic	0	17
-	No Response	15	8	

4:Deaf	Unable to hear, Hard of hearing	Two Word substitution	10	35
	Special person	Glorification	28	0
	Hearing impairment	Political corrections	15	0
	Deaf	Non- euphemistic	0	18
	No Response		7	7
5:Jail	Correction Facility	Political Correction	30	0
	Bars	One word substitution	0	8
	Jail, Prison	Non- euphemistic	20	43
	-	No Response	10	9
6.Mental asylum	Psychiatric Facility	Political Correction	10	0
	Hospital for mental patients	Substitution	20	20
	Mental hospital	Non- euphemistic responses	4	29
	Hospital for mad people			
	Mental asylum			
-	No Response		26	11

In Questionnaire 3, more or less same strategies are repeated by non-users as were used in the first two Questionnaires. Opting for non-euphemistic responses more as compared to 'No response' option indicates lesser outcome expectancy and lower aptitude towards using euphemism by non-users of Facebook.

Table 4.23

Euphemistic and Non Euphemistic Responses of Facebook Users and Non-Users in Questionnaire # 3

Q #	Facebook Users			Non- Users		
	Frequency of Euphemistic expression	Frequency of Non-Euphemistic expressions	Frequency of No Responses	Frequency of Euphemistic expression	Frequency of Non-Euphemistic expressions	Frequency of No Responses
1	45	11	4	23	29	8
2	48	12	0	19	34	7
3	45	0	15	35	17	8
4	53	0	7	35	18	7
5	30	20	10	8	43	9
6	40	4	16	20	29	11
Total	261	47	52	140	170	50
%age	72.5 %	13 %	14.4 %	38%	47 %	13.8%

Note. Calculations in Table 4.23 are based on the following data

Number of Facebook Users /Non-Users Participating in the study= 60

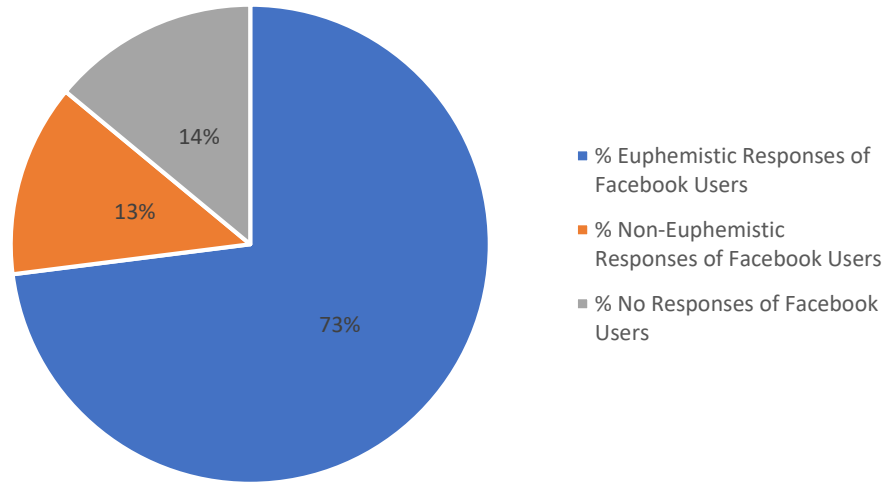
Number of questions asked (in Questionnaire # 3) from each participant/category = 6

Total number of responses received for Questionnaire # 3 = $6 \times 60 = 360$

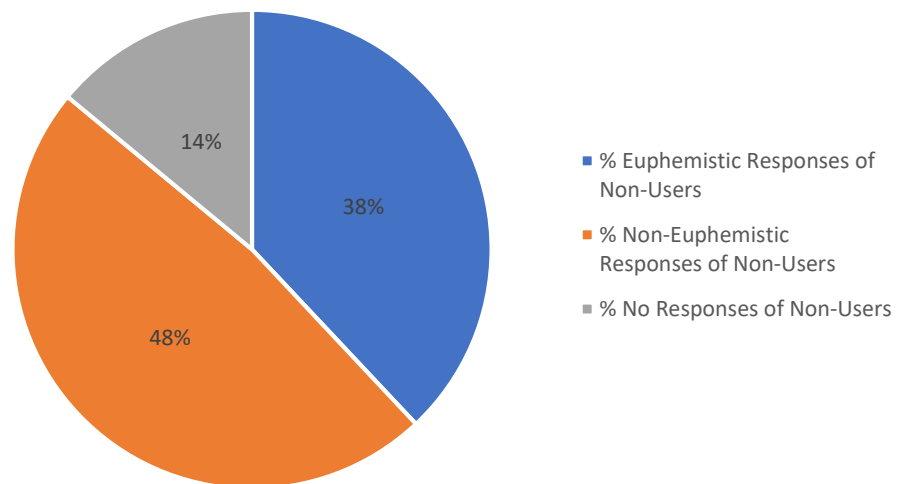
Figures 19 and 20 separately show the ratios of euphemistic and un-euphemistic responses of Facebook users and non-users respectively in Questionnaire 3.

Figure 19

% occurrence of Euphemistic, Non-Euphemistic and No Responses by Facebook Users in Sheet # 3

**Figure 20**

% occurrence of Euphemistic, Non-Euphemistic and No Responses by Non-Users in Sheet # 3



4.2.2 Local Euphemistic Expressions

Apart from pure English euphemism, some of the expressions that were used involved mixing of local euphemism with English euphemism. These were actually local Pashto euphemistic expressions translated literally from local language Pashto

into English. The list of such euphemisms is given below along with their original versions.

Table 4.24

Pashto Euphemism Mixed with English Euphemism

S #	Question asked	English Euphemism Used	Original local version
1	Someone who has little to spend	Empty handed	Tash laasy
2	Someone who does not spend on basic needs	Tight fist	Sakht mootey
3	Something bought for low cost	Left over stuff	Patey maal
4	Someone who scores low in studies	Oily Pitcher	Ghwarh mangey
5	Someone who talks non sense	Headless	Be Dimagha
6	Someone who looks unpleasant	Bad Faced Nomad Witch	Bud Shakla Changarhey Jadugara
7	Someone who is fat	Buffalo, Bull	Meikha, Ghwaye
8	Someone who is bald	Moon Headed	Spogmay sarey
9	Housewife	Home Maker Childrens' mother	Kor Wadana Da Warho mour
10	Domestic servant	Aaya, Maasi	Aaya, Trouur

4.2.3 Comparative Analysis of Euphemistic Strategies

This section includes analysis of the data collected from Questionnaires 1, 2 and 3 from different angles like comparative analysis of the overall euphemistic strategies of Facebook users and non-users, their euphemistic strategies for different subject matters, their tendency of using euphemistic or un-euphemistic language for different subject matters and their overall tendency of being euphemistic or un-euphemistic.

4.2.3.1 Euphemistic Strategies of Users and Non-Users per Subject Matter

The following table shows a comparison of euphemistic strategies of male and female Facebook users for each subject matter.

Table 4.25

Euphemistic Strategies per Subject Matter in Decreasing Order of their Occurrence (Combined data of 3 Questionnaires)

Subject Matter	Strategies used	Facebook Users Frequency per Strategy	Strategies used	Non-Users Frequency per Strategy
1 : Economic/ financial matters	Litotes	51	One word Substitution	57
	Political corrections	38	Litotes	46
	One word Substitution	27	Two word Substitution	4
	Two word Substitution	14	Political correction	0
	Humorization	10	Implication	0
	Implication	3	Humourization	0
2: Mental Capability	Litotes	39	Litotes	61
	Political corrections	28	One word substitution	14
	One word substitution	25	Implications	14

	Implication	24	Two word Substitution	14
	Glorification	17	Glorification	0
	Two word Substitution	12	Political correction	0
3. Appearance issues	Implications	34	One word Substitution	36
	Two word substitution	29	Implications	29
	Glorification	24	Litotes	15
	One word substitution	22	Two word substitution	8
	Humorization	20	Slang	7
	Slang	10	Humorization	0
	Litote	3	Glorification	0
4. Death	Abstraction	37	Abstractions	28
	Two word substitution	28	Two word substitution	19
	Implication	10	Implications	4
	Metaphor	1	Metaphor	0
5. Vices	Litotes	27	One word substitution	18
	Political corrections	12	Litotes	15
	One word substitution	11	Implication	15
	Metaphor	7	Political corrections	0
	Humorization	7	Humorization	0
	Implication	3	Metaphor	0
6. Bodily functions	Two word Substitution	48	Two word substitution	44
	Litotes	42	Litotes	24
	Implication	12	Implication	10
	Metaphor	8	Metaphor	2
7. Social roles	One word substitution	39	Two word substitution	23
	Glorification	38	One word substitution	19
	Two word substitution	16	Glorification	0

8. Physical disabilities	Glorification	51	Two word substitution	47
	Two word substitution	16	One word substitution	22
	Political correction	26	Glorification	2
	One word substitution	5	Political Correction	0
9. Social institutions	Political Correction	42	Substitution	20
	One word substitution	0	One word substitution	8
	Two word substitution	28	Political Correction	0

The most and least preferred strategies of Facebook users and non-users for the purpose of comparison, have been listed in Table 4.26 below.

Table 4.26

Euphemistic Strategies Preferred the Most and the Least per subject by Facebook Users and Non-Users

Subject Matter	Facebook Users				Non- Users			
	Euphemistic strategy preferred the most	Rate of Occurrence	Euphemistic Strategy Preferred the Least	Rate of Occurrence	Euphemistic strategy preferred the most	Rate of Occurrence	Euphemistic Strategy Preferred the Least	Rate of Occurrence
Economic matters	Litotes	$\frac{51}{143}$	Implications	$\frac{3}{143}$	One word substitution	$\frac{57}{107}$	political correction	$\frac{0}{107}$
Mental Capabilities	Litotes	$\frac{39}{145}$	Two word substitution	$\frac{12}{145}$	Litotes	$\frac{58}{103}$	Political correction	$\frac{0}{103}$
Appearance issues	Implications	$\frac{34}{142}$	Litotes	$\frac{3}{142}$	One word substitution	$\frac{36}{95}$	Glorification	$\frac{0}{95}$

Death	Abstractio n	$\frac{37}{76}$	Metaphor	$\frac{1}{76}$	Abstracti on	$\frac{28}{51}$	Metaphor	0
Vices	Litotes	$\frac{27}{67}$	Political Correctio n	$\frac{12}{67}$	One word	$\frac{18}{48}$	Political correction	0 48
Bodily	Two word substitutio n	$\frac{48}{110}$	Metaphor	$\frac{8}{110}$	Two- word Substituti on	$\frac{44}{80}$	Metaphor	2 80
Social roles	One word	$\frac{39}{93}$	Two word substituti on	$\frac{16}{93}$	Two word Substituti on	$\frac{23}{42}$	Glorificati on	0 42
Physical disabilitie s	Glorificati on	$\frac{51}{98}$	One word Substituti on	$\frac{5}{98}$	Two word substituti on	$\frac{47}{71}$	Political correction s	0 71
Social institutio n	Political Correction	$\frac{42}{70}$	Two word substituti on	$\frac{28}{70}$	Two word substituti on	$\frac{20}{28}$	Political correction	0 28

Note. The numerator of each ratio in Table 4.26 shows the frequency of occurrence of the given Euphemistic Strategy used by the participant in the given Subject Matter.

The denominator shows the sum of all the Euphemistic Strategies used by the participants in that Subject Matter

The formula used for calculating the Rate of occurrence in Table 4.23 is as under

$$\text{Rate of occurrence} = \frac{\Sigma \text{frequency of occurrence of particular euphemistic strategy per subject matter}}{\Sigma \text{frequencies of all euphemistic strategies per subject matter}}$$

Table 4.26 reveals a huge contrast between users and non-users as well in their choice of euphemistic strategies for different subject matters. Users had a different dominant strategy for every single subject matter, non-users seemed to prefer one word substitution for two of the subject matters for which they were most euphemistic-appearance issues and economic matters, litotes for mental incapability, and multiple word substitution for bodily issues. Users used glorification for physical weaknesses, litotes for mental incapacities and economic matters, and implications for appearance issues. Overall, multiple-word substitution was the dominant strategy of non-users.

Table 4.27 shows the subject wise euphemistic and un-euphemistic responses by Facebook users and non-users.

Table 4.27

Euphemistic and Non-Euphemistic Responses per Subject Matter

S #	Q # Covering The Subject Matter	Subject Matter/ Issue	Facebook Users				Non- Users			
			Euphemistic Responses (Occurrence Rate)	Non Euphemistic Responses (Occurrence Rate)	Euphemistic Responses (Occurrence Rate)	Non Euphemistic Responses (Occurrence Rate)				
1	Q 1,2,3 Questionnaire 1	Financial	14 3/ 18 0	79.4 %	37 / 180	20.5 %	107/ 180	59.4 %	73	40.5 %
2	Q 4,5,6 Questionnaire 1	Mental Capability Issues	14 5/ 18 0	80.5 %	35/1 80	19.4 %	103/ 180	57.2 %	77	42.7 %
3	Q 7, 8, 9 Questionnaire 1	Appearance Issues	14 2/ 18 0	78.8 %	38 / 180	21.1 %	95/ 180	52.7 %	85	47.2 %
4	Q 1,2 Questionnaire 2	Death	76/ 12 0	63.3 %	44 / 120	36.6 %	51/1 20	42.5 %	69	57.5 %
5	Q 3,4 Questionnaires 2	Vices	67/ 12 0	55.8 %	53 / 120	44.1 %	48/1 20	40%	72	60%
6	Q 5,6	Bodily	11 0/ /120	91.6 %	10 /120	8.3 %	80/1 20	66.6 %	40	33.3 %

	Questionnaire 2		120							
7	Q1, 2 Questionnaire 3	Social Roles	93 / 120	77.5 %	23 / 120	19.1 %	42 / 120	35 %	63	52.5 %
8	Q3,4 Questionnaire 3	Physical disabilities	98 / 120	81.6 %	0 / 120	0 %	71	59 %	34	28.3 %
9	Q5,6 Questionnaire 3	Social institutions	70 / 120	58.3 %	24 / 120	20 %	28	23.3 %	72	60 %

Note. The occurrence Rate in Table 4.27 is determined by using the formula

% Occurrence Rate of Euphemistic Responses per Subject Matter=

$$\frac{\sum \text{frequency of euphemistic responses in a given subject matter}}{\sum \text{frequency of all responses per given subject matter}}$$

For Subject Matters with S# 1, 2 and 3

Total Number of questions asked/ subject matters= 3 each

Number of participants per category = 60

Number of Responses received = $60 \times 3 = 180$

Therefore Rate of Occurrence of euphemistic responses for subject matters with S# 1, 2 and 3

$$\frac{\sum \text{frequency of euphemistic responses in a given subject matter}}{180}$$

Similarly for subject matters with S# 4, 5, 6, 7, 8 and 9

Total Number of questions asked/ subject matters= 02

Number of participants per category = 60

Number of Responses received = $60 \times 2 = 120$

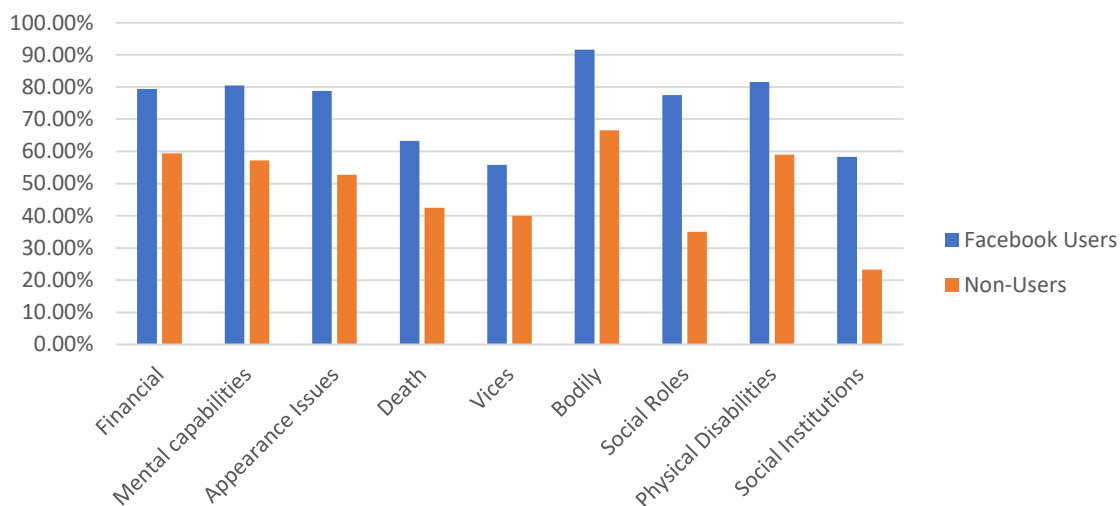
Therefore Rate of Occurrence for subject matters S# 4 to S# 9

$$\frac{\sum \text{frequency of euphemistic responses in a given subject matter}}{120}$$

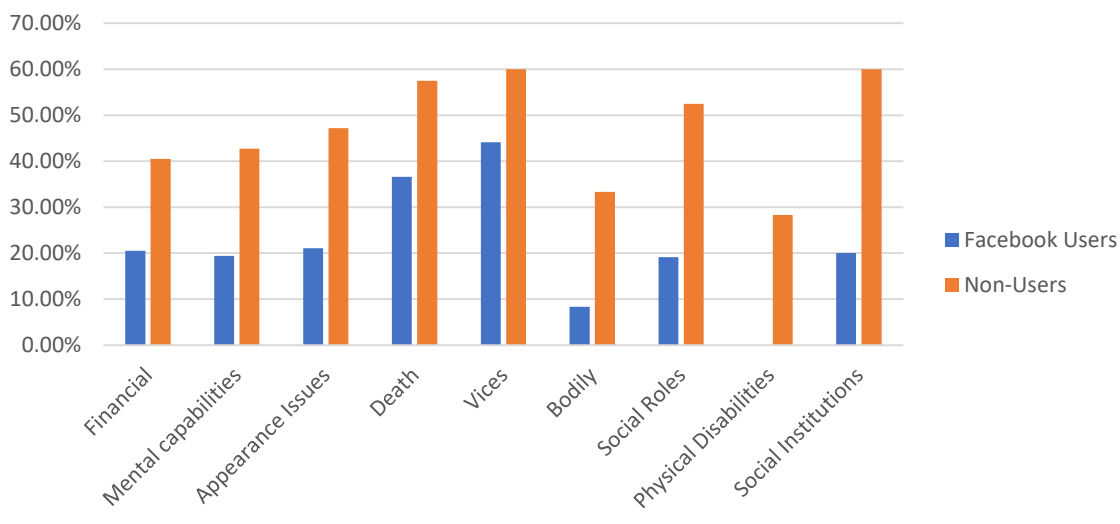
Figures 21 and 22 show the percentage of euphemistic and un-euphemistic responses of the users and non-users of Facebook for different subject matters respectively.

Figure 21

Euphemistic Responses of Facebook Users and Non-Users Per Subject Matter

**Figure 22**

Non-Euphemistic Responses of Facebook Users and Non-Users Per Subject Matter



Based on the data from Questionnaires 1, 2 and 3, Table 4.27 shows the overall euphemistic and un-euphemistic responses of Facebook users and non-users.

It is evident from table 4.26 that the users are the most euphemistic towards bodily issues (which are usually widely considered taboo) physical disabilities, mental

incapabilities followed by economic issues. They are relatively less euphemistic towards subject matters like social vices and social institutions. Non-users, on the other hand, are most euphemistic around subject matters of bodily, financial issues, physical disabilities and mental incapacities. Non-users are found to be least euphemistic in dealing with social institutions, social roles, social vices and surprisingly towards the subject of death, even though it is a widely perceived sensitive subject matter. In this regard the non-users bear similarity to the users, but are much far behind the users in terms of the percentage of euphemistic responses for these subject matters.

4.2.3.2 Users and Non-Users' Overall Preference of Euphemistic Strategies

The data analyzed in tables 4.16 (Questionnaire 1), 4.18 (Questionnaire 2) and 4.20 (Questionnaire 3) has revealed that the Facebook users had much more versatility in choices of euphemistic strategies. The users used a variety of euphemistic strategies including ten different strategies whereas non-users used lesser number of strategies. In the open ended questions asked in Questionnaires 1 and 3, the participants were given free choice to provide alternate words or expressions for given words. In the two Questionnaires combined, users used 10 euphemistic strategies 44 times in 20 questions of Questionnaire 1 and 3, whereas the non-users used 7 strategies 29 times in the same 20 questions. Here it should be noted that there were a total of 10 strategies which kept recurring in responses by different participants in 21 questions. These ten strategies that were used 44 times by the users included litotes, glorification, implication, one-word and multiple word substitutions, political correction, humourization, slang, abstraction and metaphor. Users used all these 10 strategies whereas non-users used only 7 of them leaving out glorification, political correction and humourization as euphemistic strategies entirely. Thus the ratio of number of euphemistic strategies used by users to that of the non-users was 10:7, which implies that for every 10 strategies used by Facebook users, the non-users used 7 different strategies, on average users used three strategies more than the non-users. To get into specific details of the most and least preferred strategies, Table 4.28 has listed overall euphemistic strategies in decreasing order of their occurrence.

Table 4.28

Overall Euphemistic Strategies in Decreasing Order of Their Occurrence

S #	Type of Euphemistic Strategy Used	Facebook Users		S. #	Type of Euphemistic Strategy Used	Non-Users	
		Frequenc y	%			Frequenc y	%
1	Two word substitution	191	20.2 %	1	Two word substitution	179	28.6 %
2	Litote	162	17.1 %	2	One Word Substitution	174	27.8 %
3	Political Corrections	146	15.4 %	3	Litote	158	25.2 %
4	Glorification	130	13.7 %	4	Implications	72	11.5 %
5	One word substitution	129	13.6 %	5	Abstractions	28	4.48 %
6	Implications	86	9.1%	6	Slang	7	1.1%
7	Humourizatio n	37	3.9%	7	Metaphor	2	0.3%
8	Abstractions	37	3.9%	8	Glorification	0	0%
9	Metaphor	16	1.7%	9	Political Corrections	0	0%
10	Slang	10	1.0%	10	Humourizatio n	0	0%
Total		944	74.9 %	Total		620	49.6 %

Note. Each occurrence of a given Euphemistic strategy in the entire data was counted and summed up separately for both the categories of participants. Euphemistic Strategies were then arranged in decreasing order of their occurrence separately for Facebook users and non-users. The percent occurrence in Table 4.26 was calculated by the formula as under;

% occurrence of a given Euphemistic Strategy =

$$\frac{\sum \text{frequencies of a given Euphemistic Strategy}}{\sum \text{frequency of all euphemistic strategies}}$$

$\sum \text{frequency of all euphemistic strategies} = 944$ (for Facebook users)

Therefore for Facebook Users

% occurrence of a given Euphemistic Strategy =

$$\frac{\sum \text{frequencies of a given Euphemistic Strategy}}{944}$$

Whereas $\sum \text{frequency of all euphemistic strategies} = 620$ (For Non-Users)

Therefore for Non Users

% occurrence of a given Euphemistic Strategy =

$$\frac{\sum \text{frequencies of a given Euphemistic Strategy}}{620}$$

Figures 23 and 24 separately show the findings of table 4.27 for Facebook users and non-users respectively.

Figure 23

Euphemistic Strategies of Facebook Users in Decreasing Order of their Occurrence

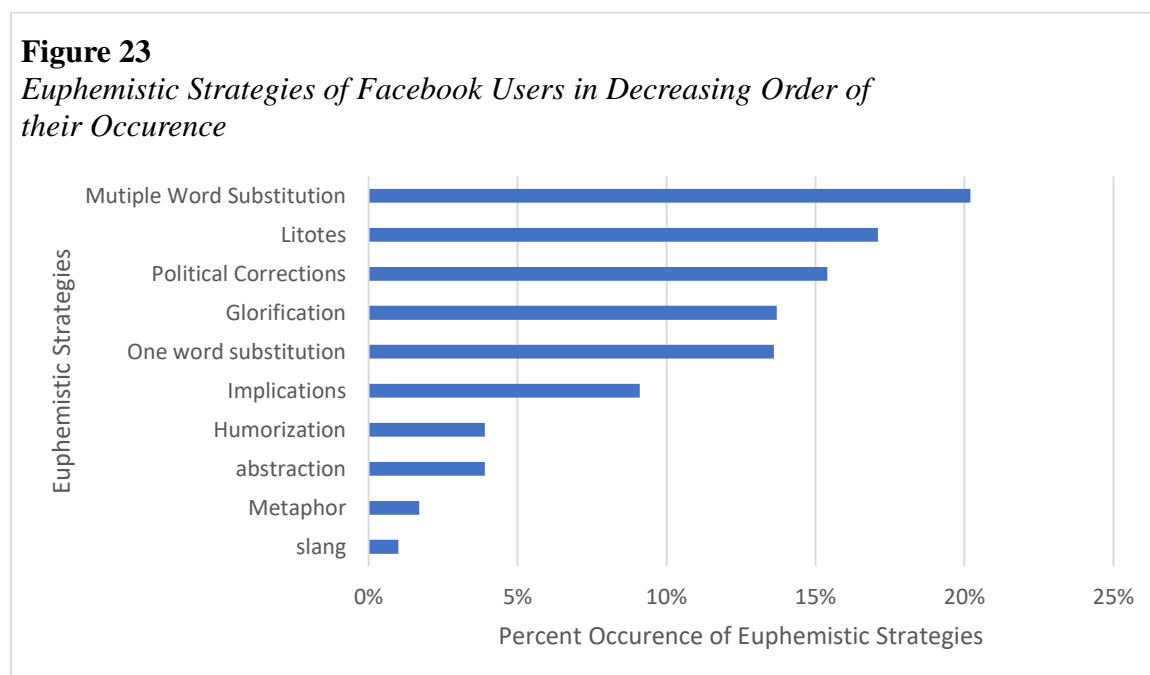
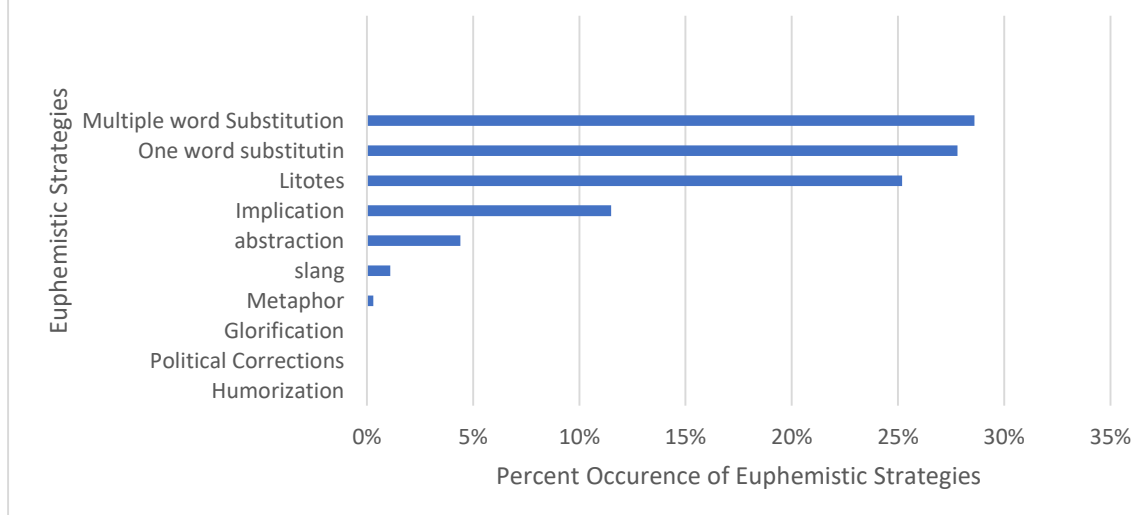


Figure 24

Euphemistic Strategies of Non-Users in Decreasing Order of their Occurrence



From figures 23 and 24, it is evident that both had multiple word substitution as their dominant strategies and both used this strategy in almost equal extent. Another similarity is that of litotes. Both users and non-users had this strategy as one of their most dominant strategies. The major differences were seen in the use of glorification, political correction and humorization. While users had glorification and political correction as their dominant and frequently used strategies, non-users had them as their least preferred and least used strategies. Similarly where humorization was used by users, though not as much as the rest of the strategies, its use was non-existent among the non-users. It must be noted here that the expressions used by the users for humorization were crafty and creative. The humorization was usually idiomatic, which shows that users had an edge over the non-users in producing high quality euphemisms and that non-users showed no such creativity and innovation.

4.2.3 Tendency of use of Euphemism among the Facebook Users and Non-Users

Table 4.29 puts together the percentages of Overall Euphemistic and Non Euphemistic Responses of Facebook Users and Non-Users in the present study thus determining their natural tendency towards their use of euphemism.

Table 4.29

Overall Euphemistic and Non Euphemistic Responses of Facebook Users and Non-Users

Responses of Facebook Users				Responses of Non-Users			
Euphemistic		Non- Euphemistic		Euphemistic		Non- Euphemistic	
Frequency	%age	Frequency	%age	Frequency	%age	Frequency	%age
944/1260	74.9%	264/1260	20.9%	625/1260	49.6%	585 /1260	46.4%

Note: Calculations of percentage of Euphemistic and un-euphemistic responses of Facebook users and non-users in Table 4.29 are based on the following data;

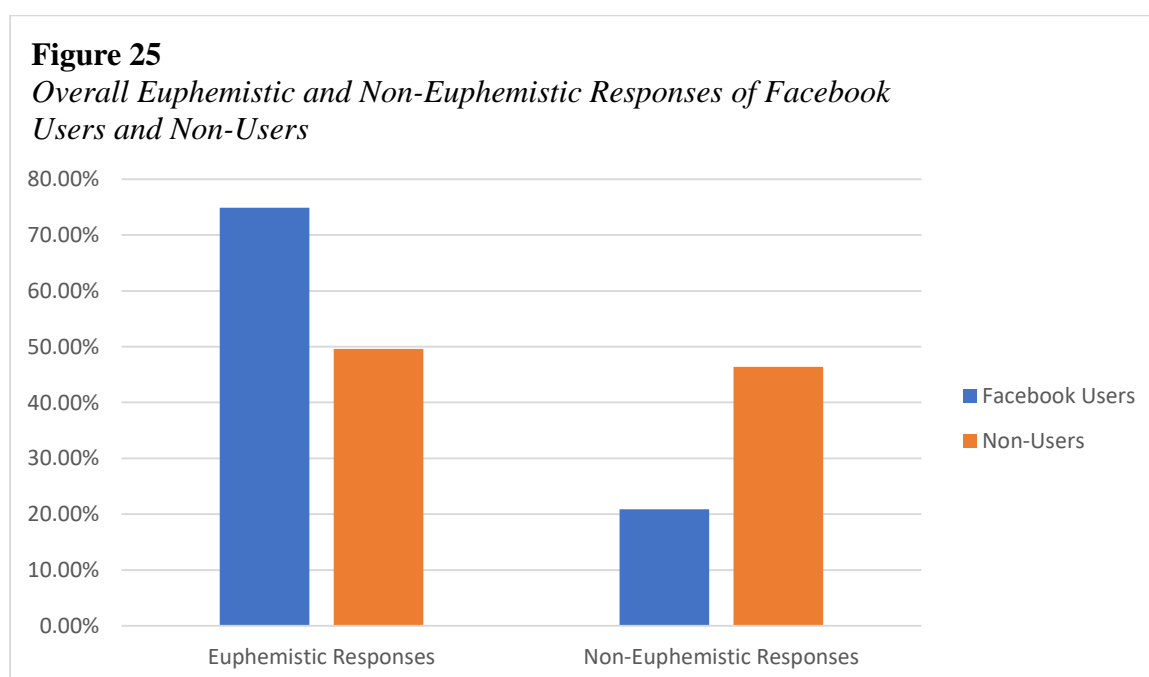
No. of Facebook users /Non-Users participating in the study = 60 each

No. of questions asked from each participant = 21

Total No. of responses received per category = $60 \times 21 = 1260$

% age of euphemistic or non- euphemistic response = $\frac{\sum \text{frequencies}}{\sum \text{responses}} \times 100\%$

Figure 25 shows the findings of Table 4.28 for Facebook users and non-users respectively.



It is clear from the figure above, that Facebook users are much more euphemistic than the non-users.

4.2.4 Measurement of Aptitude

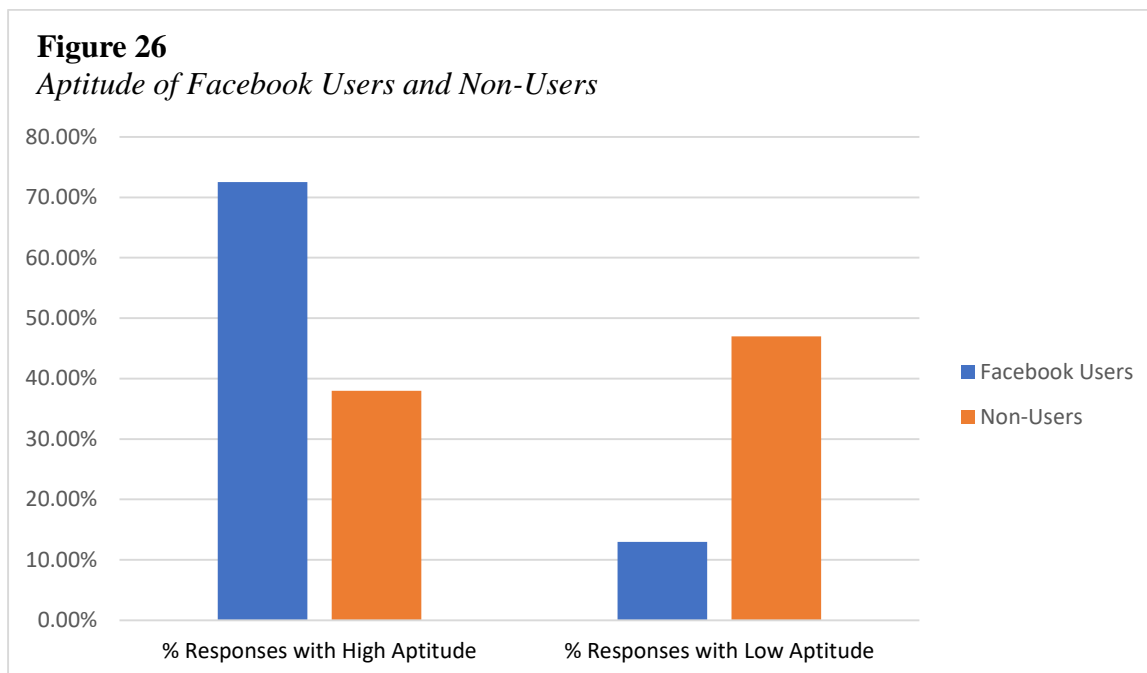
Based on Responses in Questionnaire # 3, the aptitudes of users and non-users have been determined in table 4.30 below.

Table 4.30

Aptitude of Facebook Users and Non-Users in Producing Euphemism

Facebook Users				Non- Users			
Euphemistic Responses		Non Euphemistic Responses		Euphemistic Responses		Non Euphemistic Responses	
Rate of occurrence	% Responses with High Aptitude	Rate of Occurrence	% Responses with low Aptitude	Rate of Occurrence	% Responses with High Aptitude	Rate of Occurrence	% Responses with low aptitude
261/360	72.5%	47/360	13 %	140/360	38 %	170/360	47 %

Note. Six (06) questions were asked in Questionnaire # 3 from sixty (60) participants of each category. A total of 360 responses were received, six from each participant per category. “No Response” option was used in fifty two (52) places by Facebook Users and in fifty (50) places by Non-Users which accounts for the deficit of responses by both the categories in Table 4.30. The rate of occurrence of Euphemistic Responses count towards High Aptitude whereas that of Non Euphemistic Responses count towards Low Aptitude. The same is depicted in Figure 26.



The aptitude of users and non-users with respect to euphemism has been compared in Table 4.29. 72.5 % users and 38% non-users have high aptitude with respect to euphemism as shown in the table. A huge contrast is evident in the aptitude of Facebook users' and non-users' aptitude with respect to euphemism which validates the fact that Facebook has a huge role to play in the vicarious learning of its users

4.2.5 Measurement of Outcome Expectancy

Table 4.31 shows that 85% users had high outcome expectancies whereas among the non-users 58.8% responses indicating high outcome expectancies were recorded. Again, there is a vivid contrast in the figures indicating outcome expectancies of users and non-users of Facebook, an effect which is easily attributable to Facebook.

Table 4.31

The Outcome Expectancies of Facebook Users and Non-Users (based on data in Questionnaire #3)

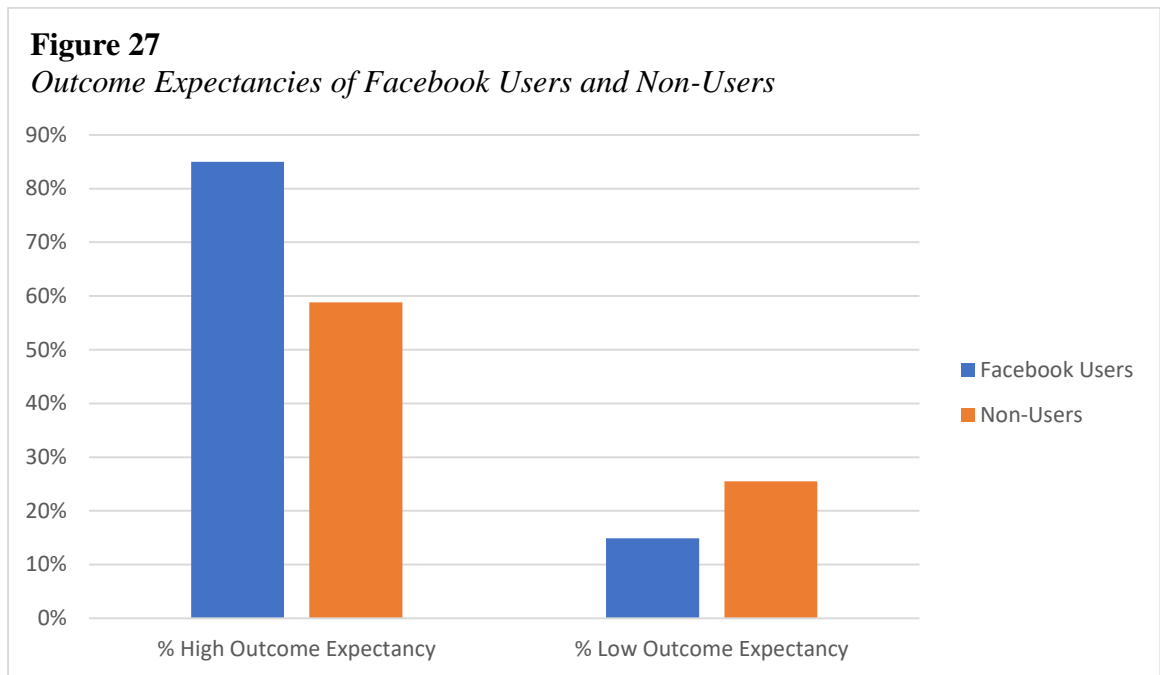
Facebook Users				Non- Users			
Rate of preference of Euphemistic expressions in routine		Rate of non-preference of Euphemistic expressions in routine		Rate of preference of Euphemistic expressions in routine		Rate of non-preference of Euphemistic expressions in routine	
Frequency	%Age of High Outcome Expectancy	Frequency	%Age of Low Outcome Expectancy	Frequency	%Age of High Outcome Expectancy	Frequency	%Age of Low Outcome Expectancy
222 / 261	85 %	39 / 261	14.9 %	83/ 141	58.8 %	36 / 141	25.5 %

Note: 261 responses by Facebook Users came out to be euphemistic. 222 out of 261 euphemistic expressions were preferred to be used by Facebook Users in their routine or day to day language which accounts for the rate of High Outcome Expectancy.

39 out of 261 expressions were not preferred to be used in day to day language by the Facebook Users which gives the rate of Low outcome expectancy.

141 responses by Non- Users were found to be euphemistic. 83 out of 141 euphemistic expressions were preferred to be used by Non- Users in their day to day language which accounts for the rate of High Outcome Expectancy.

36 out of 141 expressions were not preferred to be used in day to day language by the Non-Users which gives the rate of Low outcome expectancy



The table above shows that there are more Facebook users with high outcome expectancies than there are non-users. Non-users on the whole have considerable lower outcome expectancies than the Facebook users.

This chapter laid down the detailed data analysis for the present study. The next chapter will sum up the findings and provide an in-depth discussion of the findings and give a conclusion to the study.

CHAPTER 5

FINDINGS, DISCUSSION AND CONCLUSION

This chapter sums up the findings of the data analysis conducted in the previous chapter. The present study aimed to explore the difference in euphemistic strategies of Facebook users and non-users and to compare and contrast the same for male and female users of Facebook. For the later comparison, not only were the similarities and differences in the euphemistic strategies taken into account but their experience and exposure to Facebook was also focused in detail. This included the effects of the participants' exposure to Facebook, the nature of their exposure, the changes it incurred in them and the beliefs and expectancies it developed in them as a result of exposure to Facebook. The responses received to the questions asked in the questionnaire were compared for male and female users and were also cross compared to their actual performance in the Questionnaires. To sum up the findings of the present research, this chapter starts by putting forward answers to the first research question of the present study.

5.1. Exploring Euphemism for Male and Female Facebook Users

5.1.1 Comparison of Variety of Euphemistic Strategies of Male and Female Facebook Users

The first question of the present research deals with the comparison of euphemistic strategies and euphemistic tendencies in general of male and female Facebook users and the influence of Facebook on the users. It was seen that both male and female users of Facebook had an equal variety of euphemistic strategies. Both male and female Facebook users all ten of the euphemistic strategies but with varying degrees. This degree varied for male and female users with respect to the subject matter for which the euphemism was being used. In some subject matters, males had less variety of strategies as compared to their female counterparts, but overall the number of strategies used by female users equaled the number of strategies used by male users of Facebook.

Many studies like that of Ishikawa (2015), Habibi (2018), Al-Khasawneh (2018) showed the differences in the language strategies of males and females. Males were found to frequently use nouns related to social economic activities and stay as

straightforward and brief as possible, whereas female students tended to use more intricate features of language like pronouns, intensifiers and modifiers. These were basically words that related to psychological cognitive processes and were used to convey their feelings. The present study also analyzed and compared the euphemistic strategies of male and female users of Facebook. It was seen that male and female users were more or less similar in terms of their use of euphemistic strategies. Female users predominantly used litotes followed by multiple word substitution and glorification. Male users used political correction as their leading strategy followed by one word substitution and multiple word substitution. Thus, the most used euphemistic strategy for the male users was political correction, the same for the female users was litotes. If stylistically analyzed, the two strategies are very different. Where political correction is a craftier play of words and a more impressive formation of an expression for the sake of euphemism, litotes are relatively much simpler and involve no complexity of form or vocabulary. The purpose of both is also slightly different in terms of the magnitude of the euphemistic effect they carry. While political correction serves the purpose of lessening the unpleasant effect of a word or reality while acknowledging the reality at the same time, litotes appear to twist the reality in favor of somewhat neglecting the negative aspect of the reality. So while male users used craftier expressions like political correction showing a more realistic approach towards harsh realities, female users tended to avoid more direct versions of the reality and preferred the mildest possible expression they could find to state the reality. Female users also used political corrections but only moderately. That is, while it was the most preferred strategy by male users, it was used considerably less by female users. Similarly, while litotes were the most preferred strategy of female users, it was one of the least preferred ones for male users. The use of multiple word substitution was almost the same for both male and female users, being slightly more frequently used by female users than the male users. Male users used one word substitution/ synonyms more than they used multiple word substitution, whereas female did the opposite of this. Glorification which basically refers to exaggeration, was used as the third most preferred strategy by female users while it was one of the least used by male users. This finding contrasts with those of Habibi, (2018), who found that females use understatements as compared to males who use hyperbole (exaggeration) in the songs that they compose. Here again, it must be noted that glorification involves warping the reality to some extent since it involves

a certain degree of exaggeration. Neutral qualities are portrayed as positive qualities in this strategy. Given males' tendency to stay as close to the reality, they were found to disregard this strategy as one of their least preferred ones. A major difference in male and female users' choice of euphemistic strategies was found to be in the preference of humourization. Males preferred it more than females. Among female users, the use of humourization was negligible. This implies that males tend to treat harsh realities much more comfortably than the females. The fact that there is a significant difference in strategy choice and gender contradicts the findings of many studies like that of Al-Khasawneh (2018) whose findings showed no significant relation between the two.

As far as the natural tendency of the participants in using euphemism was concerned, the data analysis revealed that female users were clearly much more euphemistic than male users of Facebook. In his study, Ekstrom (2008) also showed that females tend to use more euphemism than males but refuted Lakoff's (2004) claim that men are absolutely blunt and use little to no euphemism, which was also not true of the findings of the present study. Similarly, the study showed that women could also be almost equally un-euphemistic. This fact however, becomes more pronounced when evaluated in terms of their comparison for different subject matters.

Many studies have sought to explore the subject matters that are the most tabooed topics in different societies and cultures across the world. (Montenegro 1982; Ghounane, 2013). The varying results of these studies showed that tabooed topics are usually culture-specific. The present study found that the subject matters for which the participants, male and female users and non-users are most and least euphemistic are more or less the same which validates the fact that the taboos are culture specific as shown and claimed by various studies. (Fershtman, Gneezy & Hoffman, 2008; Ahmad, Said & Mansor 2015)

The discussion regarding the subject matters for which males were more euphemistic than female users and vice versa brought out the real difference in the euphemistic behavior of both the genders. Male and female users were observed to be euphemistic mainly around the same subject matters with the exception of one. Female users were seen to be most euphemistic for subject matters like bodily issues, mental disabilities, physical disabilities, appearance issues and social roles, whereas male users were most euphemistic about bodily issues, financial issues, physical disabilities and

appearance issues. It is seen that where females were more euphemistic about mental incapacities, males were not as euphemistic around this subject matter. Similarly where males were seen to be highly euphemistic around financial issues, female users had this subject matter among the ones that they were the least euphemistic about. Female users were least euphemistic around the subject matters of social institutions followed by vices and death, whereas male users were least euphemistic in subject matters pertaining to vices, death, social institutions and social roles. The similarity between males and females in terms of extent of euphemism used for subject matters is that both were highly euphemistic around subject matters of bodily functions, and physical disabilities, but with varying degrees. They were both least euphemistic towards vices and death. However, a stark contrast is evident in the male and females users' euphemistic behavior regarding subject matters of financial matters, mental capabilities, and social roles. While females were highly euphemistic towards mental capabilities and social roles, males were not as euphemistic. And while men were among the most euphemistic for financial matters, it was among the least preferred subject matters for euphemism by females.

The characteristic behavior of female users towards sensitive subject matters like weaknesses and incapacities etc. was the use of glorification as the predominant and most preferred euphemistic strategy. For example, female users had glorification as a major and most preferred strategy for issues like physical disability, appearance issues, mental incapacities and social roles. These were the subject matters which the female users were primarily the most euphemistic towards. Glorification was also the most preferred strategy of female users overall, which implies that female users sensitize social roles like those of housewives and servants, and physical mental incapacities and have a natural tendency to glorify what they find to be sensitive. Males on the other hand were noted to avoid glorification for these subject matters and preferred the use of political correction, one-word and multiple-word substitution. Males used political corrections for most of the subject matters. For appearance issues men were also very euphemistic but surprisingly for this subject matter, their most preferred strategy was humourization. This shows that male users' preference of euphemistic strategy does not depend on the subject matters that they are most or least euphemistic around, whereas females' use of euphemistic strategy is in line with the subject matters that they are

most or least euphemistic around. In other words, females tend to use their most preferred strategies for the subject matters they find more sensitive in nature than others.

5.1.2 Fitting Gender in Social Cognitive Theorization

Regarding the question of the aptitude of male and female Facebook users w.r.t euphemism, many neurolinguistic studies regarding language retention and retrieval like those of (Diane, 2001, Wolgers et al., 2001; Michael et al., 2007; Barbara et al., 2016) have found women to show greater inter hemispheric activity than men in language related tasks which is indicative of the fact that they have a stronger emotional involvement in declarative memory retrieval. In men, the same processes seem to be performed by only one hemisphere which is connected to the procedural memory system, specialized for rules and sequences. Research has also shown that the neurocognition of language differs between men and women. These findings have been linked to the significant differences in male and females' brain structure and function, especially the gender specific connectivity of the brain and convergent patterns of activation during processing and perception of speech.

The present study also sought to calculate the aptitude of the users w.r.t euphemism. Aptitude in euphemism has far reaching and deeper implications, because in the present study, it is an indicator of the participants' recognition of euphemism, which, in turn points to factors like modelling or observational learning. Aptitude in the present study was intended to help in studying how much aware the participants were of euphemism. Females in particular were found to be significantly more aware of euphemisms than the males (Zaiets, 2018). The same was true of the present study; female users had a far greater aptitude in providing euphemism as compared to their male counter parts.

To explore the role of Facebook in the language male and female Facebook users, questionnaire 4 was designed for the male and female users of Facebook only. The purpose of this questionnaire was to get an insight into the male and female users' observation/modelling, its effects and the users' self-efficacy beliefs. It was found that more female users as compared to male users claimed to frequently observe language used on Facebook. This can be seen as an indication of the fact women are more

attentive, vigilant and careful of their surroundings (Zaidi, 2010). Similarly, more female users frequently observed reactions to courteous language as compared to male users. Moreover a greater number of female users claimed that they frequently observe reactions to blunt language as compared to male users. The effects of observational learning on users were also studied for male and female users and they were very much in line with the degree of vicarious learning or observational learning undergone by the participants, that is, More female users as compared to male users changed their language style from mixed or purely un-euphemistic language style to purely euphemistic language style.

According to Bandura (1997), vicarious learning occurs either actively through actually doing or vicariously by observing models perform. After watching a particular behavior and its consequences, the observer attempts to perform the same behavior. This vicarious learning or modeling thus results in the development of the observers' outcome expectancies. In the present study, considerably greater number of female users as compared to male users were found to have high outcome expectancies.

According to Shettleworth (2010), aptitude results from effective observational learning, which in the present study is a function of the users' Facebook exposure. When it comes to the aptitude of male and female users w.r.t euphemism female users who were frequent observers had greater aptitude than male users. Outcome Expectancies of the Users have also been found to be positive correlated with the extent of modelling or observational learning undergone. In other words, it comes with exposure. Keeping in view that more female than males underwent observational learning, the study yielded an interesting finding that more female users as compared to male users showed high outcome expectancies.

Self-efficacy is another important aspect of observational learning. Studies on self-efficacy and gender in many contexts have yielded many varying results. For example unlike many studies such as Dogan's (2016) showing Turkish males as having greater self-efficacies than females, Zhu (2020) found that female Chinese students were more self-efficacious than male students which contradicts the findings of the present study. However, the study also found that the English self-efficacy of speakers was significantly correlated with their English language performances which is in line with the finding of the present study. The present study showed the same

correlation that self-efficacy is positively correlated with performance or aptitude. But a discrepancy was observed such that although the females had greater performance w.r.t using euphemism than males, they were also found to have lower self-efficacy as compared to male users. However, the female users' self-efficacy is more in line with their actual performance or aptitude as compared to that of the male users. In most gender graded studies, it has been found that males have a higher level of self-efficacy beliefs compared to the females. This was true of the present study as well. Males were found to have greater self-efficacies, despite a relatively lower degree of observational learning as compared to female users.

Hence the role of Facebook on its users is enormous. It offers a great platform for observational/ vicarious learning by modelling its users' language. The influence on Facebook can be derived from the fact that its users have much developed aptitudes, self-efficacy beliefs and highly developed outcome expectancies that they themselves attribute to Facebook.

5.2 Comparison of Users and Non-Users

The second question of the research inquired about the euphemistic strategies of Facebook users and in what respects they differ from those of the non-users. The comparison was done on many different levels that is, w.r.t varying subject matters, the overall natural tendency of the users and non-users for the use of euphemism, and their outcome expectancies and aptitude. The discussion of the findings for this question begins with comparison of the participants' euphemistic strategies.

5.2.1 Comparison of Variety of Euphemistic Strategies of Facebook Users and Non-Users

The data analyzed revealed that the Facebook users had much more versatility in choices of euphemistic strategies. The comparison of euphemistic strategies of Facebook users and non-users showed that non-users used simpler, easier and more well-known and commonly used strategies for the sake of euphemism whereas users used more sophisticated strategies like political correction, and glorification apart from litotes and multiple-word substitution. This usage was irrespective of the subject matters for which the euphemism was being used. Non-users seemed to have a natural affinity towards less complex and simpler euphemistic strategies as opposed to the

Facebook users who mostly tended to use complex forms of euphemism. Judging from the actual responses of the participants, the non-users were also found to have a dearth of vocabulary whereas the users were found to have an abundance of vocabulary which made their euphemism richer in quality as compared to the non-users.

Similarity in the choices of euphemistic strategies of users and non-users was that both had multiple word substitution and litotes as their dominant strategies and both used this strategy in almost equal extent. The major differences were seen in the use of glorification, political correction and humourization. While users had glorification and political correction as their dominant and frequently used strategies, non-users had them as their least preferred and least used strategies. Similarly where humourization was used by users, though not as much as the rest of the strategies, its use was non-existent among the non-users. It must be noted here that the expressions used by the users for humourization were crafty and creative. The humourization was usually idiomatic, which shows that users had an edge over the non-users in producing high quality euphemisms and that non-users showed no such creativity and innovation.

5.2.2 Subject Matters for Which Users and Non-Users were more Euphemistic than others

Several researches have shown the most tabooed topics of different societies of the world, for which euphemism was widely used (Ghounane, 2013; Montenegro, 1982). These subject matters were the taboos pertaining mostly to sexuality, physiology and human anatomy, excretory processes etc. The present study found that the users were the most euphemistic towards bodily issues (which are usually widely considered taboo) physical disabilities, mental incapacities followed by economic issues. They were relatively less euphemistic towards subject matters like social vices and social institutions. Non-users, on the other hand, were most euphemistic around subject matters of bodily, financial issues, physical disabilities and mental incapacities. Non-users were found to be least euphemistic in dealing with social institutions, social roles, social vices, and surprisingly towards the subject of death, even though it is a widely perceived sensitive subject matter. In this regard the non-users bore similarity to the users, but were much far behind the users in terms of the percentage of euphemistic responses for these subject matters.

With respect to the question of the choice of euphemistic strategies used by the users and non-users in specific subject matters, differences were observed between users and non-users. It was found that users are more euphemistic for subject matters like physical disabilities, mental weakness, appearance issues and economic matters and non-users bore similarity in being most euphemistic towards the same subject matters. But where users had a different dominant strategy for every single subject matter, non-users seemed to prefer one word substitution for two of the subject matters for which they were most euphemistic-appearance issues and economic matters, litotes for mental incapability, and multiple word substitution for bodily issues. Users used glorification for physical weaknesses, litotes for mental incapacities and economic matters, and implications for appearance issues. Overall, multiple-word substitution was the dominant strategy of non-users.

5.2.3 Aptitude and Outcome expectancies of Users and Non-Users w.r.t Euphemism

Aptitude w.r.t to a certain behavior comes with exposure to it as shown by many studies already discussed in the previous section. In the present study, a vivid contrast was recorded between the aptitude of users and non-users w.r.t the use of euphemism, with users scoring considerable higher than the non-users and thus scoring high on the aptitude scale. This further validates the fact that Facebook has a huge role to play in the vicarious learning of its users w.r.t the use of euphemism.

Outcome expectancies were next compared for users and non-users. These responses or consequences develop in the observers what have been called ‘outcome expectancies’ by theorists (Bandura, 1997). In the present study, a significantly greater percentage of users showed high outcome expectancies as compared to the non-users. Again, there is a vivid contrast in the figures indicating outcome expectancies of users and non-users of Facebook. According to Schunk (2012), learning occurs either actively or vicariously by observing models perform a certain. The observation or modelling involves not only the observation of the model but the reaction and response it receives. Higher outcome expectancies are thus an effect which is easily attributable to Facebook

5.3 Summary of the Findings

A brief takeaway from the comparative analysis is as follows;

5.3.1 Comparison of Male and Female Users

- Male and female Facebook users used the same number of euphemistic strategies.
- Female users in general are more euphemistic than male users.
- Male users use political corrections most of all whereas female use it only moderately. Female users use litotes most often whereas male users use it very rarely.
- Both male and female Facebook users prefer political correctness and multiple word substitutions as most preferred strategies for both male and female users. The major difference between the two is that females prefer litotes the most followed by glorification whereas males prefer them least of all.
- Stylistically male users tend to use more complex euphemistic strategies such as political correctness as compared to female users.
- Female users are most euphemistic towards bodily issues, mental incapacibilities, physical disabilities and social roles whereas men are most euphemistic towards bodily issues, economic matters and physical disabilities. Male users are not as euphemistic towards mental issues as female users are. Similarly, female are not as euphemistic towards economic matters as male users are.

5.3.2 Influence of Facebook on Male and Female Users

- All users undergo considerable observational learning on Facebook. Female users undergo more observational learning on Facebook than male users.
- Since female users undergo more observation learning on Facebook as compared to male users, as a result, they are more prone to adopting and learning new euphemistic expressions for blunt and impolite language or sensitive subject matters on Facebook than male users. Similarly as a result of the much greater observational learning, they have much greater aptitude than male users with respect to euphemism.

- Female users have higher outcome expectancies regarding euphemistic and un-euphemistic language than male users. This is in line with the data collected through the questionnaire 4 according to which female users observe blunt/un-euphemistic language and polite/euphemistic language on Facebook more than their male counterparts.
- Even though female users undergo more observational learning on Facebook than male users, they also have lower self-efficacy beliefs regarding the use of euphemism than the male users. This shows that despite lower observational learning and lower aptitude of male users w.r.t. euphemism, they have much exaggerated self-efficacy beliefs.
- Outcome expectancies of the female users are considerably higher than male users with regards to euphemistic and un-euphemistic language. Outcome expectancies of male and female users are in line with their comparative actual performance.

5.3.3 Comparison of Users and Non-Users

- The number of strategies used by Facebook users is greater than that used by the non-users of Facebook.
- Facebook users in general are more euphemistic than the non-users of Facebook.
- There is little similarity in the euphemistic strategies of the users and non-users and their usage is quite different from one another. This similarity between the two categories is the use of multiple-word substitution as the dominant strategy. Users however, bear much more similarities among themselves.
- Users use complex and uncommon euphemistic strategies as compared to non-users who use simpler and more well-known strategies and expressions.
- There is no common pattern of the use of euphemism that runs among the users and the non-users.
- Non-users use one word substitution abundantly for most of the subject matters. Users on the other hand have different dominant strategies for varying subject matters.

5.4 Recommendations for Future Studies

The present study undertook to explore euphemistic strategies of male and female users of Facebook and compare the strategies of Facebook users to those of non-users in order to explore the role of Facebook in influencing the language of its users w.r.t euphemistic strategies. The limitation of this study is that it was delimited to Facebook users only and other important social media platforms like Twitter, Instagram etc., were not taken in to account. Owing to this limitation in the present study, it is recommended that studies be conducted by adding other social media platforms like Twitter, Instagram etc. This would increase the scope of the research and would make it more generalizable to ‘social media users’ rather than just Facebook users, thus adding more meaning to it. Moreover, since the present study studied Facebook users’ euphemistic language through other data collection tools rather than their euphemistic language usage on Facebook itself, therefore, an analysis of social media users’ language on the social media platforms themselves can be conducted. The same study can be replicated to include the comparison of language of genders, different age groups and socio-economic backgrounds. In addition to euphemistic strategies, other literary devices can be compared in future studies for people of both genders, different age groups and belonging to different socio-economic backgrounds.

5.5 Conclusion

Researchers in the field of sociolinguistics have been involved in numerous gender and age graded researches pertaining to various aspects of language variation with respect to various demographic factors of population, but have scarcely taken into account the role of external influences on language like technology in general and social media such as Facebook in particular. In the modern era, Facebook is an important part of peoples’ lives and it influences every aspect of their lives including their thoughts, behavior and most importantly their language and their expectations surrounding it. Based on findings of the present study we see that although language differs across genders, a huge part of it is influenced by Facebook. Facebook users are generally more euphemistic and elaborate as compared to non-users. They generally exhibit better language strategies, have richer vocabulary and show a better understanding of socially sensitive subject matters as compared to non-users of Facebook. Their self-efficacy

regarding performance in language relates positively with both their aptitude (actual performance) w.r.t euphemism and also with their outcome expectancies. This is due to obvious reasons like the unprecedented role of exposure which is called modelling or observational learning in theoretical jargon. The Facebook users themselves acknowledge Facebook to play a significant role in grooming their language skills with respect to euphemism.

Among the users however, a contrast was seen between female and male users. Male users' self-efficacy beliefs of male and female users which is indicative of the fact that Facebook effects the two genders differently. Female users, in general, generally have lower self-efficacies than male users but their actual performance and aptitude with respect to the use of euphemism is greater than that of the male users. Similarly the female users' outcome expectancies were more developed than those of male users. Facebook users acknowledge the role of Facebook in improving their euphemistic strategies to a large extent. They also acknowledge that Facebook improves their sense of socially sensitive or taboo subject matters, helps in developing their outcome expectancies and helps them in observational learning of euphemism and its use.

From the discussion above, it can be said that Facebook possesses a huge potential in influencing users' language strategies with regards to euphemism but the factor of gender in the discussion remains especially significant. Facebook has different effects on both genders in terms of modelling, development of self-efficacies, aptitude and outcome expectancies. Facebook affects all of its users differently, and females tend to acquire greater changes and improvements in their language and attitude towards external stimuli like socially sensitive subject matters, in the present case. In sum, it can be concluded that where male and females have different ways of identifying with language and the external world, different ways of using language, different politeness strategies, different perceptions of outcomes, Facebook plays a huge role in influencing both males and females in the above mentioned aspects. The role of Facebook, hence, cannot be ignored as it has major implications for the sociocognitive processes involved in language learnings which cannot be neglected.

REFERENCES

- Ahmad, I., Said, H & Mansor, S. (2015). The Influence of Social Taboos on Socialization of Students: Evidence from a Developing Country. *Mediterranean Journal of Social Sciences*. (6). 10.
- Akbari, E., Pilot, A., & Simons, P. (2015). Autonomy, Competence, and Relatedness in Foreign Language Learning through Facebook. *Computers*
- Amicucci, A. N. (2017). Rhetorical Choices in Facebook Discourse: Constructing voice and persona. *Computers and Composition*.
- Arzu, E. (2014). Facebook groups as a supporting tool for language classrooms. *Turkish Online Journal of Distance Education*, 15(3), 18
- Aschale, A. (2013). A Critical Discourse Analysis of Barack Obama's Speeches Vis-à-vis Middle East and North Africa
- Atkinson, D. (2002). Toward a socio-cognitive approach to second language acquisition. *Modern Language Journal*, 86, 525–545.
- Atkinson, D. (2010b). Sociocognition: What it can mean for Second Language Acquisition. In R. Batstone (ed.), *Sociocognitive Perspectives on Language Use and Language Learning*. Oxford: Oxford University Press.
- Atkinson, Dwight. (2018). A Sociocognitive Approach to Second Language Acquisition.
- Bandura, A. (2002) Social Cognitive Theory in Cultural Context. *Applied Psychology* 51, (2). 269-290
- Bandura. A., & Houston, A. C. (1961). Identification as a Process of Incidental Learning.
- Bandura, A., Social foundations of thought and action: a social cognitive theory. 1986, Englewood Cliffs, N.J.: Prentice-Hall.
- Bandura, A. (1977). *Self-efficacy: Toward a Unifying Theory of Behavioral Change*.
- Bandura, A. (2001). "Social Cognitive Theory of Mass Communication" (PDF). *Media Psychology*. 3 (3). 265–299.

- Barbara, W. & Reiterer, S. M. (2016). Language is a girlie thing, isn't it? A psycholinguistic exploration of the L2 gender gap.
- Clark, A. & Chalmers, D. (1998). *The extended mind*. Analysis.
- Clark, A. (2001). *Mindware: An introduction to the philosophy of cognitive science*. Oxford: Oxford University Press.
- Coates, L. & Johnson, T. (2001). *Towards a Social Theory of Gender. A new Handbook of language and social psychology*. New York: Wiley.
- Crespo, E. (2005). Euphemistic Strategies in Politeness and Face Concerns.
- Cronbach, L. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*. 16 (3). 297–334.
- Diane, H. (2001). Stereotypes and Steroids: Using a Psychobiosocial Model to Understand Cognitive Sex Differences
- Dong, J. (2014). Study on Gender Differences in Language under the Sociolinguistics. *Canadian Social Science*. 10 (3). 92-96
- Doğan, C. (2016). Self-efficacy and Anxiety within an EFL Context. *Journal of Language and Linguistic Studies*, 12 (2). 54-65.
- Dudovskiy, J. (2018). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*
- Dynel, M. (2016). Conceptualizing Conversational Humor as (im) politeness: The case of film talk. *Journal of Politeness Research*. 12 (1): 117–147.
- Ekstrom, A. (2008). Taboo language in sex in the city. An Analysis of Gender Differences in using Taboo language in conversation
- Evans, R.I. & A. Bandura (1989). *Albert Bandura, the man and his ideas—a dialogue*. New York: Praeger.
- Fadi Al-Khasawneh. (2018). An Intercultural Study of Euphemistic Strategies used in Saudi Arabic and American English. *Indonesian Journal of Applied Linguistics*. 8 No. 1, pp. 217-225

- Fatemipour, H. (2013). Peripheral Learning of English language: A Comparison between ESL and EFL Contexts Provided for University Students. *Procedia - Social and Behavioral Sciences*. 93. 1394-1397. 10.1016/j.sbspro.2013.10.050.
- Fershtman, C., Gneezy, U., & Hoffman, M. (2008). Taboos and Identity: Considering the Unthinkable. *American Economic Journal: Microeconomics*. (3). 139-64.
- Florence, J. (2015). A Phrase in Flux: The History of Political Correctness. *Harvard Political Review*.
- Foxcroft, C., Paterson, H., le Roux, N. & Herbst, D. (2004). *The Test Use patterns and Needs of Psychological Assessment Practitioners*. Human Sciences Research Council.
- Foxcroft, C., Paterson, H., Le Roux, N. & Herbst, D. (2004). Psychological assessment in South Africa: A Needs Analysis.
- Ghounane, N. (2013). A Sociolinguistic View of Taboo Language and Euphemisms in the Algerian Society: Attitudes and Beliefs in Tlemcen Speech Community
- Gomez, C. M. (2012). The Expressive Creativity of Euphemism and Dysphemism.
- Habibi, Ali & Khairuna, Rizqy. (2018). Euphemism and Gender: The Euphemism Used By Male and Female in Minangkabau Songs. *Aicll: Annual International Conference on Language and Literature*. (1). 98-103. 10.30743/Aicll.V1i1.15
- Holmes, J. (1995). *Women, Men and Politeness*. London: Longman
- Howard, P. (1985). *The State of Language: English Observed*. Oxford: Oxford University Press.
- Ishikawa, Y. (2015). Gender Differences in Vocabulary Use in Essay Writing by University Students. *Procedia - Social and Behavioral Sciences*
- Karal, H., Kokoc, M. & Cakir, O. (2017). Impact of the educational use of Facebook group on the high school students' proper usage of language.
- Kelley, T. Lee. (1927). *Interpretation of educational measurements*. New York: World Book.
- Kelley, T. L. (1927). *Interpretation of Educational Measurements*. New York: World Book.

- Lakoff, R. (1975). *Language and Woman's Place*. New York: Harper and Row.
- Lakoff, R. (2004). *Language and Womens' place. Text and commentaries*. London: Oxford University Press.
- Lanham, R. A. (1991). *A Handlist of Rhetorical Terms*. Berkeley: University of California Press.
- Lantz-Andersson, A. (2016). Embracing social media for educational linguistic activities. *Nordic Journal of Digital Literacy*, 11(1), 50–77.
- Lantz-Andersson, A., Vigmo, S., & Bowen, R. (2013). Crossing boundaries in Facebook: Students' framing of language learning activities as extended spaces. *International Journal of Computer-Supported Collaborative Learning*, 8(3), 293–312
- Maddux, James & Sherer, Mark & Rogers, Ronald. (1982). Self-efficacy expectancy and outcome expectancy: Their relationship and their effects on behavioral intentions. *Cognitive Therapy and Research*. 6. 207-211.
- Mallema, V. (2014). Do Men use Facebook differently than women?
- Michael T. Ullman., Miranda R., Travers, M. L. 2007. Sex Differences in the Neurocognition of Language.
- Mitchell, M. & Jolley, J. (2001). *Research Design Explained*. New York: Harcourt.
- Moreno, M.A. (2013).The Facebook Influence Model: A Concept Mapping Approach. *Cyberpsychology, Behavior and Social Networking*, 16(7), 504–511.
- Pinker, S. (2007). The Evolutionary Social Psychology of Off-record Indirect Speech Acts. *Intercultural Pragmatics*. 4 (4).
- Post, J. (1995). Open Questions on the Correlation between Television and Violence. Magic Dragon Multimedia.
- Pyles (1970). *English: An Introduction to Language*. Harcourt, Brace and World.
- Rawson, H. (1981). *A Dictionary of Euphemisms and other Doubletalk: Being a Compilation of Linguistic fig Leaves and Verbal Flourishes for Artful Users of the English Language*. New York: Crown Publishers, Inc.

- Raymond, H. (1974). Implications of Bandura's Observational Learning Theory for a Competency Based Teacher Education Model.
- Schunk, D.H. (2012). *Learning Theories: An Educational Perspective*. Boston: Pearson.
- Shettleworth, S. J. (2010). *Cognition, Evolution, and Behavior*. New York: Oxford,
- Sulaiman, A., Naqshbandi, M., Moghavvemi, S., & Jaafar, I. (2015). Facebook usage, socialization and academic performance. *Computers & Education*. 83. 64-73. 10.1016/j.compedu.2014.12.018.
- Trugdill, P. (1974). Sex, Covert Prestige and Linguistic Change in Urban British English of Norwich. *Language in Society*. 1. 179-195.
- Urich, A. (2017). Social Cognitive Theory. *Methods for Stress Management*.
- Van Dijk, T. E. (1980). *Macrostructures. An interdisciplinary study of global structures in discourse, interaction, and cognition*. Hillsdale, NJ: Erlbaum
- Wheeler, M. (2005). *Reconstructing the cognitive world: The next step*. Cambridge, MA: MITPress.
- Wolgers, G Lewin C Herlitz, A. (2001). Sex differences favoring women in verbal but not in visuospatial episodic memory
- Yaghmaie F (2009). Content Validity and its Estimation. *Journal of Medical Education: 3* (1).
- Yongjin Zhu (2020). The Relationship between English Self-Efficacy and English Language Performance Among Chinese University Students. *European Journal of Molecular & Clinical Medicine*.7, 3.
- Zaidi, Z. F. (2010). Gender Differences in Human Brain: A Review. *The Open Anatomy Journal*, (2), 37-55.
- Zaiets, O. (2018). Relationship Between Gender And Euphemisms By Chinese Students: Empirical Study. *Евразийский Союз Ученых (ЕСУ)* (11)56

APPENDIX A

(Initial Background Questionnaire)

Name: Roll #..... Semester:Gender:
.....

1: Do you use Facebook?

Yes	No
-----	----

2: Do you practice additional English book reading?

Yes	No
-----	----

3: Do you read anyone, two or all of these?

English (Newspaper / Magazines / Digests)

Yes	No
-----	----

4: Do you use anyone, two or all of these?

(Twitter /YouTube/ Instagram)

Yes	No
-----	----

5: Do you watch English content on these media?

Yes	No
-----	----

6: Do you watch any English channel on TV?

Yes	No
-----	----

7: Do you watch English programs on TV?

Yes	No
-----	----

8: How long have you been on face book?

A: More than 4 years B: For the last one years or so C: for the last few months

9: What is your time of exposure to Facebook?

A: 3 hours or more, daily B: an hour or two a day C: Once or twice a week

APPENDIX B

(QUESTIONNAIRE 1)

Name: Roll #..... Semester: Gender:

Q. Provide a word or expression for the following.

1. A person who has little to spend.
2. A person who doesn't spend on basic needs.
3. Something bought for low cost.
4. Someone who has a mental disability.
5. Someone who talks nonsense.
6. Someone who scores low in studies.
7. Someone who looks unpleasant.
8. Someone who is fat.
9. Someone who is bald.

APPENDIX F (a)




CERTIFICATE OF VALIDITY

**Topic: Euphemistic
Strategies of Male and
Female Facebook Users:**

A Socio cognitive Study

This is to certify that the instruments (questionnaires and worksheets) have been assessed by me. I find these instruments culturally adequate to assess the euphemistic strategies of male and Female Facebook users and the socio cognition of FB users with respect to euphemism. The MPhil scholar, Ms. Nida Tariq, Reg No. 1602-MPELING-F18 may collect data with fair amount of confidence on the above-mentioned constructs.

Name: *Dr. Liaqat Iqbal*
 Designation: *AP*
 Institution: *Abdul Wali Khan University Mardan*
 Signature: 

Assistant Professor (English)
 Abdul Wali Khan University
 Mardan

APPENDIX F (b)

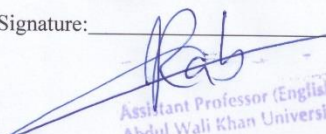


CERTIFICATE OF VALIDITY

**Topic: Euphemistic
Strategies of Male and
Female Facebook Users:**

A Socio cognitive Study

This is to certify that the instruments (questionnaires and worksheets) have been assessed by me. I find these instruments culturally adequate to assess the euphemistic strategies of male and Female Facebook users and the socio cognition of FB users with respect to euphemism. The MPhil scholar, Ms. Nida Tariq, Reg No.1602-MPELING-F18 may collect data with fair amount of confidence on the above-mentioned constructs.

Name: Dr. Rab Nawaz Khan
 Designation: Assistant Professor
 Institution: Abdul Wali Khan University
 Signature: _____ Mardan

 Assistant Professor (English)
 Abdul Wali Khan University
 Mardan

APPENDIX F (c)



CERTIFICATE OF VALIDITY

**Topic: Euphemistic
Strategies of Male and
Female Facebook Users:**

A Socio cognitive Study

This is to certify that the instruments (questionnaires and worksheets) have been assessed by me. I find these instruments culturally adequate to assess the euphemistic strategies of male and Female Facebook users and the socio cognition of FB users with respect to euphemism. The MPhil scholar, Ms. Nida Tariq, Reg No.1602-MPELING-F18 may collect data with fair amount of confidence on the above-mentioned constructs.

Name: Dr. Mahrukh Shakir
 Designation: Assistant Professor
 Institution: AWKUM
 Signature: Mahrukh Shakir

Assistant Professor (English)
 Abdul Wali Khan University
 Mardan

APPENDIX F (d)



CERTIFICATE OF VALIDITY

**Topic: Euphemistic
Strategies of Male and
Female Facebook Users:**

A Socio cognitive Study

This is to certify that the instruments (questionnaires and worksheets) have been assessed by me. I find these instruments culturally adequate to assess the euphemistic strategies of male and Female Facebook users and the socio cognition of FB users with respect to euphemism. The MPhil scholar, Ms. Nida Tariq, Reg No.1602-MPELING-F18 may collect data with fair amount of confidence on the above-mentioned constructs.

Name: *Ms. Hussan Ara*

Designation: *Associate Professor engl*

Institution: *Govt Post Graduate college for women Mardan*

Signature: *Hussan*

HUSSAN ARA
Associate Profes
GPCW Marda