

Compiling a dictionary of modern English euphemisms

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We hereby accept the terms of the above Declaration.

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TECHNICAL ASSIGNMENT

For Senior Project

“Compiling a dictionary of modern English euphemisms”

(full title)

I. Justification of the relevance, originality and novelty of the project.

The project is intended to fill a gap in systematic review of euphemisms in the English language by giving their exhaustive description in a dictionary. Although there have been several attempts of compiling dictionaries of modern English euphemisms, the novelty of this particular project consists in providing origin, an area of use, type of formation, grammatical features, origin, synonyms, and dysphemisms, etc. along with their translation and explanation. The results of the study might be interesting for teachers of foreign languages as well as for students of Applied Linguistics.

II. Project object.

The research is aimed to compile a concise dictionary of modern English euphemisms. To achieve the aim, the following objectives are set: 1) to examine the existing information on euphemisms of the modern English language; 2) to analyze the texts of different functional styles and genres for euphemisms; 3) to systematize the collected euphemisms in a dictionary providing their comprehensive description.

III. Scope, order and terms of work performance.

Stage 1. Conducting an analysis of the existing literature on the selected topic.

Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).

Stage 3. Description of the means of data collection (interviewing, document analysis, survey).

Stage 4. Description of the results of the study.

Stage 5. Description of the conclusion, recommendations.

IV. Project quality indicators.

- a) The use of relevant regulatory documents and literature at the time of writing the senior project;
- b) Writing a graduation project in accordance with the Guidelines for writing a senior project;
- c) Compliance by members of the Scrum Team with the requirements of the Academic Integrity Policy regarding anti-plagiarism is implied.

V. Composition of the group.

Explanation: senior project is carried out in groups. The project team consists of students (3-4 people), a supervisor, if necessary – several supervisors, a representative of the customer, if any.

Scientific adviser: Baizhanova, Anar Khussainovna, MA, Senior Lecturer

Students: Aikenov Darkhan, Akyltayev Arnur, Eslyan Rahat

Representative of the customer (employer): -

VI. The responsibility matrix of group members.

Explanation: the matrix of responsibility of group members can be built in the form of a table, diagram or otherwise, allowing to determine the degree of involvement of each member in the implementation of each individual design stage.

Example: project name: “Compiling a dictionary of modern English euphemisms”.

Stages	Supervisor's full name: Baizhanova, Anar Khussainovna	1 st student's full name: Aikenov, Darkhan	2 nd student's full name: Akyltayev, Arnur	3 rd student's full name: Eslyan, Rahat
<i>Stage 1. Conducting an analysis of the existing literature on the selected topic.</i>	Providing feedback, helping systematize the information	Analysis of various definitions of euphemisms	Analysis of various classifications of euphemisms	Summary of sources of euphemisms
<i>Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).</i>	Revision of research methods, providing feedback	Explaining methods of data analysis	Evaluating and justifying the methodological choices	Describing the obstacles and their solutions
<i>Stage 3. Description of the means of data collection (interviewing, document analysis, survey).</i>	Discussing the possible means of data collection, providing feedback	Analysis of political & economic texts	Analysis of scientific & media texts	Analysis of colloquial and literary texts
<i>Stage 4. Description of the results of the study.</i>	Discussing the general idea of the outcome of the study – a dictionary of euphemisms	Describing political & economic euphemisms	Developing the structure of the dictionary & describing scientific euphemisms	Describing media, colloquial and literary euphemisms
<i>Stage 5. Description of the conclusion, recommendations.</i>	Providing feedback, helping structure the conclusion	Conclusion of the theoretical part	Conclusion of the practical part	Writing recommendations

VII. Project Completion Form.

Project Completion Form:

1) (write recommendations or conduct further research)

We, the undersigned, agree to use this terms of reference as an agreement on the creation and use of a work of science, concluded between the members of the Scrum team and KAZGUU University, according to which the members of the Scrum team undertake to transfer to KAZGUU University the exclusive property right to the created work of science, as well as the exclusive right to use the work at its own discretion in any form and under any name in any country in the world, including the right to reproduce the work; distribution of the original or copies of the work through sale or other transfer of ownership; import of copies of the work; public display of the original or copy of the work; other communication of the work to the public; translation of the work into another language; processing and / or other alteration of the work and any other types of use not prohibited by the legislation of the Republic of Kazakhstan.

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ABSTRACT

Euphemisms are one of the most common language means that are used constantly. The purpose of this research was to investigate the topic of euphemisms and develop our own dictionary based on the information that has been researched. One of the primary objectives was studying theoretical knowledge as well as exploring KAZGUU students' understanding of the topic. In order to achieve our goals, our team has used a mixed methods research with sequential explanatory research design. By using this research method and design our team has created two surveys via Google forms that consists of multiple choice and open-ended questions. Data collected from our surveys combined with theoretical knowledge that has been researched gave us an insight into the euphemisms and it will allow us to construct a comprehensive dictionary of euphemisms. Consequently, this will address an issue concerning a lack of newer dictionaries that are specialized in euphemisms. As well as increasing the amount of data on the topic. As the result of our research, the dictionary of euphemisms has been made and all the important data was analyzed. The result of our surveys showed a clear need for the dictionary of euphemisms for KAZGUU students. This study opens the door for further research into the topic as well as an opportunity for future researchers to improve upon our work to achieve a better dictionary for the students of KAZGUU.

Keywords: Euphemism, dictionary, history

Table of Contents

INTRODUCTION 1

 Problem Statement 1

 Purpose 2

 Research questions 2

 Significance 3

LITERATURE REVIEW 5

 What are euphemisms? 5

 Types of Euphemisms 7

 History of English dictionary 9

The beginning of English dictionaries 9

Structure of Dictionaries 9

METHODOLOGY 13

 Research method and design 13

 Data collection instruments and procedure 15

 Research limitations 16

FINDINGS 19

 Comparison of existing dictionaries of euphemisms 19

 Outline of the dictionary 22

 Process of conducting surveys and results 24

 Collection of euphemisms 28

DISCUSSION 30

CONCLUSION 35

REFERENCES 40

List of Tables

Table 1 8

Table 2 25

Table 3 25

Table 4 26

Table 5 26

Table 6 27

List of Figures

Figure 1 20

Figure 2 20

Figure 3 20

Figure 4 23

INTRODUCTION

Euphemisms are one of the most used languages means that helps us to describe anything unpleasant without offending anyone. General understanding of euphemisms allows us to describe them as words or phrases that are used to soften the edges of the topic that could be unpleasant. They allow people to avoid conflicts and moderate their speech to make a situation more bearable and less awkward with the appropriate use of euphemisms. It can be easily achieved.

Problem Statement

While conducting the research our team has found several works devoted to the topic of euphemisms. Mainly we have reviewed research done by Ahmed (2021), Muminov (2021), and Qi (2013). Those research works gave us a good base for our work. However, it must be said that while those researchers are giving a decent amount of information. From the perspective of our research, they have not managed to provide complete information on euphemisms. That is the reason why research on the theoretical part of our research was needed in order to clarify and improve the current information that is related to euphemisms.

There have been several dictionaries of euphemisms published over the years, with varying degrees of comprehensiveness and accuracy. Some of the most well-known and widely used euphemism dictionaries include “The Doublespeak Dictionary: Your Guide to the Euphemisms, Dysphemisms, and Other Linguistic Contrivances of the State” by Leslie (2010), “A Dictionary of Euphemisms and other doubletalk” by Hugh (2003), and “How Not To Say What You Mean” by Holder (2002).

While these dictionaries can be useful resources for understanding the meanings of euphemisms, they may not always be completely up-to-date or have comprehensive information

for language learners or linguistic students. As of now one of the latest dictionaries that include euphemisms is from 2010. However, it does not focus only on euphemisms. The problem that we found during our research was the need for new dictionaries of euphemisms in the linguistic field that is suited for linguistic students or language learners. The dictionary whose focal point will be the explanation of euphemisms and only euphemisms. There are dictionaries that touch upon the topic of euphemisms, but those dictionaries do not pay enough attention to them. So, our team has decided to plug the gap to improve the learning experience of language learners and linguistic students. By reviewing dictionaries that we have found and adding modifications to our dictionary will allow us to make a dictionary that will provide the field of dictionaries with exhaustive information about euphemisms that it lacks. It will not only include definitions and translations of euphemisms but also additional information on the origin, grammatical features, and some examples to help students to understand the topic better.

Purpose

Our research paper is aimed to consider the theoretical information on euphemisms as well as to analyze the needs of KAZGUU students for knowledge of euphemisms in order to compile our own comprehensive dictionary of euphemisms.

Research questions

While preparing for the research, we have formed the basic research question that is important to us to achieve the outcome of the work. Which is:

- 1) “What should be analyzed to compile a comprehensive dictionary of euphemisms?”

To answer the main research question, it is necessary to put two secondary questions:

- 1) “What theoretical information is required to be analyzed to achieve the goal of our thesis?”

- 2) “What aspects of euphemisms should be included in a dictionary of euphemisms to meet the needs of KAZGUU students?”

This question will allow us to get information about the level of knowledge on the topic. If the level of knowledge is lower than expected our dictionary could help students to improve in their weak areas. If their level is decent enough they could use our dictionary to enhance their English skills with additional information that we included in our dictionary.

Significance

The topic of euphemisms is not well studied in the territory of Kazakhstan. That is one of the reasons why our team has chosen this particular topic. We want to fill in the gaps in Kazakhstan's linguistic research studies. The other point of this research is to make a dictionary for linguistic students and people who want to learn the English language. This might help future Kazakhstani researchers to continue studying the topic of euphemisms and do their own research based on ours and fix mistakes or any inaccuracies that may have occurred during our limited time to do this research. Third but not least, the reason why we have started our research is to answer our research question to better understand how euphemisms are used if they are used at all at KAZGUU University. In particular, our research is interested in students of “Applied linguistics” and “Translation studies” majors. Since the major of “Applied Linguistics” and “translation studies” implies a substantial knowledge of English. Our team wanted to get data on to what extent KAZGUU students are capable of acknowledging or using euphemisms. In addition, we would like to include students that are not included in the majors mentioned before to see the difference between the majors that are focused on the study of English and majors that do not include an extensive study of English in their curriculum. The potential information that we have gathered may help in identifying the level of English in the majors mentioned. And if

there is a lack of knowledge on the topic of euphemisms, our dictionary will help to enlarge the potential knowledge that not only the students of KAZGUU but also any language learner might require.

In order to attain the desired outcomes, the research study would specifically center around euphemisms, dictionaries, and the students of KAZGUU. By focusing on these three components, the study aims to delve into the usage and understanding of euphemisms within the linguistic repertoire of KAZGUU students. Additionally, the research seeks to examine how dictionaries document and present these euphemistic expressions.

In conclusion, in this part, we have discussed our research question and the reasons why we have chosen the topic. As well as the level of significance in Kazakhstan's area of linguistic studies of English. In the next section, an analysis of research on euphemisms will be included. The research will be based on this section of analysis and will try to use the information from it to improve our results. In the next section, we will discuss literature review about euphemisms.

LITERATURE REVIEW

As it has been previously discussed, the primary outcome of our thesis is expected to be a dictionary of euphemisms. The following part includes the review of literature that shines the light upon the topic of euphemisms and dictionaries. Dictionaries and euphemisms has been investigated in order to compile a dictionary of euphemisms. Our team has looked through the multiple works on dictionaries and euphemisms that review the above mentioned topic. This allowed us to make our first step in creating our first reliable dictionary.

What are euphemisms?

The term “euphemisms” was originally Greek (eúphēmos) which meant “uttering sounds” or “fair-sounding” this was a claim of Merriam-Webster’s dictionary. When it comes to the modern definition of euphemism they are usually described as a substitute for the offensive or inappropriate expressions. Such expressions are less offensive and more friendly as a result.

Those could be used in multiple of situation, as an example there could an awkward situation which people would call unpleasant, and euphemisms could help to avoid it. Also, they can help the one to not offend someone in any way shape or form. Of course, there are many ways of how to use it. However, the next part of our literature needs to be discussed.

Functions of euphemisms

As for the functions of euphemisms, our team has found two interpretations of those functions. First is the work by Qi (2013) that proposes four functions of euphemisms. Agreeing with the statement of Qi (2013), Ahmed (2021) suggests that there are four possible functions of euphemisms based on the work of linguists before him. To eliminate unnecessary overlaps between those two works, we have combined them and expressed them with our understanding of euphemisms.

Functions of euphemisms in accordance with Qi (2013) and Ahmed (2021):

1. Being polite

The first function of euphemisms is used to show respect to others. The main purpose of it is to avert situations that could be considered rude and potentially hurtful to the feelings of other people. This helps to substitute negative experiences and communication with more positive ones. A good example of it is a euphemism for the word “old”. The use of the word “old” will most often than not hurt the feelings of those who do not take the fact of getting old well. So, instead, a socially acceptable substitute for it is “senior citizen” or “superior citizen”.

2. “Gloss-over”

The next function could be described as a way to reduce lexical sensitivity by replacing them with less “shameful” expressions. Shame is the main cause for euphemisms of this function. Topics such as sex or some unpleasant occupations could put a person in a state of humiliation by other people or themselves. For instance, the profession of garbage collector could be seen as not as prestigious which could be a source of shame. To avoid awkward situations, the name “garbage collector” is replaced with “sanitary engineer”.

3. Avoiding taboo

Taboos have associations with euphemisms. Since taboos are considered to be inappropriate by societal norms. It is natural for the language to develop replacements for them. An example of taboo would be saying “pass away”, instead of “die”. Clearly, the topic of death is generally avoided by most people.

4. Disguise

The last function of euphemisms is to conceal a bad expression by making it more beautiful in order to evade negative consequences. This way the truth is hidden and not spread.

However, it is not always done out of good motives. Politicians are good at using euphemisms for this purpose. They try to avoid any backlash from the citizens of their country. So, they will stay in power for longer. A recent example would be “special military operation” used by the Russian government instead of “invasion” or “war”.

To conclude, euphemisms could be used in many different ways. But all of them share the same common purpose, which prevents any negative impacts on other people. After having discussed the main functions of euphemisms, our team would review the next topic which is the types of euphemisms in the following section.

Types of Euphemisms

In this part, we will investigate and identify the classification of euphemisms based on two authors. According to Muminov (2021), “Old” euphemisms can be represented as “name change due to prohibition” or verbal taboos, “New” euphemisms are those that feature etiquette features and can leave the word “euphemism”. Muminov (2021) divides euphemisms into two groups or into two topics such as:

1) Euphemisms about medicine – the medical euphemisms include the physiological processes and childbirth, health conditions, such as pregnancy, medical procedures, and the names of body parts related to identifying the women and men. It also contributed the names of diseases, objects, actions, drug addiction, addiction of smoking, addiction of alcohol and rituals related to death, mental and physical health, cognitive disabilities, physical injuries, suicide, illness of skin and any body part, patient care.

2) Euphemisms about work – all work-related euphemisms fall directly under this category. The main part is work and then political and economic euphemisms, as an example of the political word nigger is a major political word because it is a violation of human rights

instead of the word nigger they use the word coloured. The word nigger may also apply to the first category about medicine, but it also applies to the second category about work

Another author Ahmed (2021) divides euphemisms into their categories according to the grammatical features. Ahmed (2021) stated that “euphemism can be classified into thirteen types” (p.30). The thirteen types of euphemisms are:

Table 1

Classification of euphemisms according to Ahmed (2021).

Term	Definition
Metaphors	is a language mean that does not refer to the literal meaning of a word or phrase
Idiom	is a metaphor that has no connection between the meaning of words and the meaning of the idiom.
Circumlocution	is a use of the greater amount of words when it is not required
Litotes	is a statement that uses negation to form an affirmative understatement
Using some terms instead of common terms	is a use of uncommon terms instead of common ones
Acronym and Abbreviation	is a set of initial letters from a phrase
General-for-Specific	is a reference to specific thing by using subclasses
Hyperbola	is a statement which has been exaggerated
Denial	is a statement which implies something does not exist
The Tenth and Eleventh types are closely similar to each other	are referring to the application of location in euphemisms
Synecdoche	is a language means that allows a part of an item to represent an item as the whole
Associative engineering or Irony	is a clarification of the change in the meaning of words or phrases

To conclude, Muminov (2021) and Ahmed (2021) presented different classifications of euphemisms, but still do not deny each other's work. And thus, we can say that the two authors agree on the classification of each other's euphemisms, because both linguists have different criteria for classification of euphemisms. Finally, the next paragraph will investigate the background of the English dictionary.

History of English dictionary

The beginning of English dictionaries

The history of English dictionaries goes back to the 17th century with the creation of a dictionary by Cowdrey called “A Table Alphabetical” in 1604. (Cowie, n.d.) It is the very first dictionary of the English language and consists of around 3000 words of only English words which also makes it the first English monolingual dictionary. After that there were many different kinds of English dictionaries and rewritten versions of older versions, but in the mid-18th century the most advanced English dictionary by Samuel Johnson came out called “A Dictionary of English Language” in the middle of 18th century and at the time it was one of the biggest dictionaries consisting of 43500 words. After it, the largest dictionary is Noah Webster's American Dictionary of the English language that also at the time was the biggest dictionary in the middle of 19th century. (Cowie, n.d.).

Structure of Dictionaries

Dictionaries have different types, but also these types of dictionaries have different criteria. Under the criteria it is understood what this or that dictionary is aimed at, its general content, structure, etc. There are two main types of dictionaries: encyclopedic and linguistic. Both are divided into many subtypes and different criteria for classifying all of them. According to “Main types of dictionaries” we have these types of criteria:

1) Encyclopedic dictionaries: The only criteria by which Encyclopedia dictionaries are classified is content. For example, this type of vocabulary might focus on animals in general. Domestic animals, wild animals, underwater and even historical and extinct animals like dinosaurs. Also in medicine, physics, etc.

2) Linguistic dictionaries: These types of dictionaries have different classifications that can be divided into certain criteria. There are two main classification of linguistics dictionaries which are general and specialized dictionaries. The general dictionary shows general terms and does not focus on a specific topic, such information is more included in a specialized dictionary.

Also, according to “An introduction to lexicography” (n.d.) dictionaries can be classified by having such criteria:

1) Languages: How many languages does the dictionary include. Is it monolingual, bilingual etc.

2) Density of entries: Does dictionary show general information about all the terms that are included in the dictionary or only information of a certain group of terms?

3) Entry Arrangement: Dictionaries can be organized alphabetically, based on semantic relationships, or according to causal connections.

4) Intended Users: For what audience is the dictionary aimed at?

5) Purpose: Should the dictionary show more standardized and normative information about terms, or should it show more extensive and realistic information about the term and its usage?

6) Time: Should there be historical information about the terms in the dictionary or only information suitable for the present, namely diachronic or synchronic.

7) Nature of entries: Namely, what should be the structure of the dictionary and what elements the dictionary should include. In addition to the usual meaning and translation of a particular word, the dictionary may include information such as etymological and grammatical information, as well as examples of their use.

These are all the criteria by which the main types of the dictionary are classified. Each of them has a specific structure that consists different types of information and focusing on different elements and on a specific type of learner.

Types of dictionaries

There are many different types of dictionaries, each of them are created for a specific audience and also has different information and context. According to Salimovich and Fazliddinova (n.d.) dictionaries as mentioned before can be classified into two main types: encyclopedic and linguistic. As for the linguistic dictionary it has its own subtypes of dictionaries:

1) General and Specialized dictionaries: The general dictionary type shows all the general information about the terms and does not belong to any group. And a special dictionary focuses on a particular group of terms and includes only them.

2) Monolingual, bilingual and multilingual dictionaries: Monolingual dictionaries shows information about terms only in one language where bilingual provides information and translation to another language which is also what multilingual dictionary includes but with having more than two languages.

In conclusion, English dictionaries have a huge history which includes many changes and additions of new words. And most importantly, many of these dictionaries followed many

criteria to classify their dictionaries for certain groups of people, and also many dictionaries have different types that focus on a particular topic.

In this part of our work, we have reviewed theoretical knowledge that is related to euphemisms and dictionaries. The aforementioned information would be used and applied in the following sections of the paper. As for the methodology section, we will discuss essential information concerning the steps that we are going to take during our investigation.

METHODOLOGY

Research method and design

While looking for a suitable method for our study, our team decided that the mixed methods research (MMR) was the best and most appropriate. Both quantitative and qualitative have a lot of advantages, but still, they will not be enough to collect information and answer our main research questions. That's why we chose mixed methods research because it includes and combines every advantage from both quantitative and qualitative methods.

By taking mixed methods research we can use elements from both methods. One of the good elements of the quantitative method is that it includes surveys which can provide information about participants' knowledge about the euphemisms. And other elements from using the qualitative method by adding open-ended questions, can help us to provide more information about students' knowledge and identify their usage of polite words, how often they use them in daily routine or use for their education or work purposes. This method also makes it possible to find out people's opinions about euphemisms and how often they use them. Also, we can add their euphemism to our own dictionary of euphemism which makes this method even more appropriate and usable.

Teddlie and Tashakkori (2011) stated that mixed methods research approach provides a solution to these limitations by combining the strengths of both quantitative and qualitative methods. It offers a systematic way to collect and analyze data and explores the meaning and context of euphemism use. Such an approach can provide a comprehensive understanding of the topic, including the frequency and context of euphemism use.

When it comes to choosing a more appropriate research design for our method, our team decided that sequential explanatory research design is the one for our method. Since we have

mixed methods research, it is most suitable for collecting all the information collected from two methods. As written in “Choosing a mixed methods design” from Creswell and Clark (n.d.), it involves the collection of quantitative data followed by qualitative data and after comparing and analyzing them. This approach can help us to understand students’ knowledge about euphemisms and what is important to add to our dictionary.

To collect data for our research and analyze them, we have created our two surveys first. Each contains ten questions with five multiple choice and open-ended questions that are designed to check students’ knowledge about euphemisms. First survey is for students of Applied Linguistics that have decent knowledge about polite terms. The second survey is made for students who have limited knowledge or understanding of euphemisms. Although they have the same style and purpose, the second survey has simple structured questions and includes very short information about euphemisms and their examples in the description of our survey. The results from these surveys can help us to gain insights about their existing understanding of polite terms and determine what information should be included in our comprehensive dictionary of euphemisms. By using two question designs we can get both quantitative and qualitative data and analyze them afterwards. Sequential explanatory design gives us the opportunity to gather a huge amount of data. These surveys will provide us with important information that can be included in our dictionary and to help us whether there is a need for a dictionary among students of KAZGUU university. The results will help us construct a dictionary that meets all of the specific requirements and preferences for students at our university, that can help them with understanding and usage of euphemisms.

In conclusion, the use of quantitative or qualitative methods one by one will not be enough. But using a mixed approach that combines all the advantages of both quantitative and

qualitative research methods can enable us to gather more informative data. And the sequential explanatory research design of the study will allow us to carefully analyze all the collected information from two methods and get a complete understanding of our topic. In our next part of methodology section, we will discuss about the tools we will use to collect and analyze data.

Data collection instruments and procedure

In this part based on the mixed research method, in order to improve the quality of work, there are extensive research tools in this method. To develop our euphemism dictionary, the most main tool will be “other works”, by the words other works we mean dictionaries, dictionaries of euphemisms, and documents in general that have data about euphemisms that already exist. But in this research work, using the already available data about euphemisms, the goal is to make a dictionary more accurate and extensive in certain areas.

The research data collection process for creating a dictionary involves several steps:

Firstly, theoretical data will be searched and collected from various sources such as Merriam-Webster, Cambridge Dictionary, A Dictionary of Euphemisms and Other Double Talk. This collected data will then be processed using an online Google Doc platform. The processed data will be derived from reliable sources, including platforms such as jstor.org, Google Scholar, and Google Docs. These sources are considered reliable due to their reputation for providing accurate and credible information.

Secondly, to supplement the data collection, specific works will be utilized. For instance, Hugh’s (1981) works, “A Dictionary of Euphemisms and Other Double Talk,” and the “Merriam-Webster Dictionary” can be used as valuable resources. These works will contribute to the comprehensive data collection process.

Thirdly, during the data processing phase in the Google Docs platform, euphemisms will be categorized into different spheres. These spheres will include Medical, Political, Economic, Category Relationship, Everyday Life, and Personality. This categorization will help organize the collected data and enhance the dictionary's usability and accessibility.

The Internet will be used as a tool for creating a dictionary (only reliable sources), since there is a lot of information in the wide internet such as Cambridge dictionary, and Merriam Webster Dictionary that will be useful during the analysis of the dictionary and the creation of the dictionary. In conclusion of part data collection instruments and procedures, the main works are those that already exist and by this means a wide range of works from articles in scientific sources to dictionaries that already have weight in the world of research. Our task is to generate all the information to create our dictionary of euphemisms. In the next section we will discuss research limitations that we've faced during our work.

Research limitations

As we have discussed our method of finding material and compiling the dictionary the potential limitations of the paper should be discussed. There are three potential factors that can influence the quality of this work:

1) Lack of experience

One of the limiting factors that could play a role in our work is the overall lack of experience among our team with this particular topic. The mistakes could appear from this factor alone because out of three members of our team, only one had worked on dictionaries before. Of course, we will try to prevent any possible issues, but the size of the work might cause some mistakes that were overlooked.

2) Issues with the research method

For this type of paper, we have chosen a mixed research method that suits all of our needs perfectly. However, it must be stated that such type of research requires a broader understanding of both methods which opens more opportunities for smaller mistakes to appear. Not only that but mixed research methods are known to take a lot of work and much more time than other methods because of the complexity that could come along with them. Considering the time, we have been given it could play a role in the quality of our work.

3) The scale of the dictionary

Another subject that must be discussed is the volume that could be possibly achieved. As one of the main goals states, the dictionary will contain euphemisms from different fields with all the potential uses that are relevant to this day. This might be a problematic part because of the small time period that we have been given for our thesis.

4) Target audience

While we are confident in our choice of our target audience, we have found some issues that may lower the quality of our research. There are two main groups that have been chosen for this research and they are vastly different in terms of their English proficiency. Which might interfere with the acquirement of quality data. The first group consists of two majors which are “Applied linguistics” and “Translation studies” students. No doubt both majors approximately should be on the same level of English. However, when we take the second group of our target audience into account it changes everything. Since the second group consists mainly of other majors whose curriculum does not include an intensive study of English. The level is not only lower but also more diverse and inconsistent which influences the data that we acquired. Also, another factor that needs to be investigated is the fact that the second group does not focus on one particular major. All the students come from different majors to assess a general trend at

KAZGUU University. Our team would recommend evaluating the possibility of researching other majors one by one to acquire good-quality data.

In summary, this section of our research has shown the research design and data collection tools and procedures that have been used in the research. As well as potential limitations of our research that need to be investigated for future research at KAZGUU University. Next section will be about our research findings.

FINDINGS

Comparison of existing dictionaries of euphemisms

This part of our paper is dedicated to discussion of our criteria for chosen dictionaries that have been compared. Only three dictionaries have managed to meet our requirements of comparison. To increase the quality of our work our team has chosen to use dictionaries of different types to see how they work. By analyzing those dictionaries this gives an opportunity to consider different ways how the dictionaries are handled and made. Which would decrease the chance of making inaccuracies in our dictionary.

There are two criteria that we have used as a guide to analyze the euphemisms from different dictionaries. The first criterion includes the comparison of the meaning and how it was described in the dictionaries. As well as if any context was included into the dictionaries as any additional information. As for the second criterion, our team has compared the structure of a dictionary. This includes the order of how the euphemisms are presented as well as the overall structure of a dictionary itself.

Three dictionaries have been chosen for the comparison. These are “A Dictionary of Euphemisms and Other Doubletalk” (DEOD), “Dictionary of Euphemisms and Dysphemisms in English Erotica with Spanish Equivalents” (DEDE), and “Anglo-Russkiy Slovar’ tabuirovannoy lexiki” (ARS).

To start with the first criterion, DEOD shows a pretty decent result in showing meaning and explaining euphemisms, as well as showing the origin of how the euphemism was created and where is it most often used. DEDE presents similar traits in which the euphemisms are explained and the context for them is shown. Unlike the previous two dictionaries, ARS does not show similar results. Instead of giving a definition or something close to a full definition, most

often ARS presents us a translation from English to Russian without a proper explanation. Of course, there are some euphemisms that have Russian explanations of some details. But ARS is still lacking in terms of the quality of explanation of most euphemisms. In this section, DEOD shows the best performance out of the three dictionaries, then goes DEDE with their less informative but still good description of euphemisms and ARS which shows a lackluster job in the explanation of euphemisms.

Figure 1

Excerpt from “A Dictionary of Euphemisms and Other Doubletalk”

act of God. A disaster—but not necessarily one that is beyond human power to prevent, despite the effort to dump the blame on the Deity. “It is an odd thing that even the most scientifically sophisticated society known to history insists on building on faults, flood-plains, and evanescent beach fronts, and calls the inevitable disasters that occur ‘acts of God’” (James K. Page, Jr., *Smithsonian*, 7/78). Note that “act of God” presumes an awe-ful deity in the Old Testament sense, a god known more by his punishments than his blessings, who is best approached gingerly and indirectly because of his quickness to dish out death and destruction to those who fail him. See also ADONAI.

Figure 2

Excerpt from “Dictionary of Euphemisms and Dysphemisms in English Erotica with Spanish Equivalents”

AIDS. Acquired immune deficiency syndrome. A very serious disease caused by a virus, transmitted in sexual fluids and blood, which destroys a person’s ability to fight infections. *OED*, 1982: «Inmates with AIDS, or who have tested positive for HIV (Human Immunodeficiency Virus), are not barred from participating in conjugal visits» (*Hustler*). Sp. *Sida* (*forma abbrev. de* Acquired immune deficiency syndrome, *sindrome de inmunodeficiencia adquirida*).

Figure 3

Excerpt from “Anglo-Russkiy Slovar’ tabuirovannoy lexiki”

crystal *n* (*sl*) *кварц* (*usu go to/visit*
the crystal)

As for the structure, all the dictionaries place their euphemisms in alphabetical order with no exceptions. DEOD includes an introduction at the beginning of the dictionary that explains

some rules and how euphemisms are used. Which is a nice addition for the reader if they want to learn about the types of euphemisms and some examples of where they can be used.

Unfortunately, an introduction is not included in the DEDE dictionary. Only euphemisms could be found in this dictionary without any additional information. ARS on the other hand, not only has an introduction, but also references to its sources which is a nice but unnecessary component. In terms of structure, DEOD and ARS show pretty good results. We are considering them to be on the same level of quality in their structure. Of course, ARS has references on the sources where they got their euphemisms, but we are considering it to be not beneficial for your everyday learner since they would not make much use of it outside of linguistic students. Even if there is a small number of people who could use that we suggest that the inclusion of references is not as useful as it might seem.

The last criterion is the topics covered in the dictionaries. Here both DEOD and ARS show a wide variety of topics and fields presented. DEOD shows the most variety out of the two with political, medical, and other topics covered. ARS shows a little less variety and goes in a more general direction when it comes to euphemisms. The outlier in this section would be DEDE since the dictionary itself was made with the intent to only cover vulgar euphemisms and dysphemisms. Because of it, this comparison of DEDE with other dictionaries would be unfair and unnecessary, due to DEDE being a specialized dictionary.

To conclude our comparison our team decided that each dictionary that we have chosen has its own strengths and weaknesses. However, DEOD has shown to be a dictionary of better quality than others. Then goes the DEDE dictionary which also presented itself as a dictionary with good descriptions and explanations. And the last would-be ARS which has decent results, but its performance fades in comparison to the previous two.

Outline of the dictionary

After the comparison of dictionaries, this section is dedicated to the description of our dictionary that will be based on the comparison made in the previous section. We have taken the advantages and disadvantages of the three dictionaries into account, and we have decided on additions to our dictionary that might be beneficial for the quality of our work. Specifically, it will help students who are learning euphemisms. By providing them with translation and description it will help non-native learners to understand the concept of the euphemism better.

The first point of discussion is the structure of the dictionary. Our dictionary will be consisting of a title page, contents, introduction, euphemisms, and discussion section. As the name implies, the title page will include the name of our dictionary, the year of publishing, as well as the name of the authors. In the contents, the reader will see the pages of each section that goes after the contents. We have decided to subdivide euphemisms in our dictionary into different categories of usage. Also, we will include the beginning page of each letter to make it more convenient for the reader to navigate through our dictionary.

As for an introduction, we will include information on the reason why we have made the dictionary as well as some basic information on euphemisms. Which will include how and in which context they can be used. Aside from that, some surface-level information will be included on the types of euphemisms and their differences. After the introduction, there will be the most important part the euphemisms themselves, as it was mentioned before they will be arranged by categories. The information that could be found in this section will include euphemism, meaning of euphemism, translation, origin if it can be found, and grammatical features. And finally would be the discussion section, which will include our thoughts on the dictionary and flaws as well as

suggestions for a possible solution to mitigate those flaws or potential mistakes that may have occurred.

Figure 4

Excerpt of euphemisms from our dictionary:

Middlescence	A period of life between ages of 45-65. Is often considered to be a difficult time of self-doubt.	Зрелый возраст	First mention of the word was in the book called "You and your Middlescent parent"	Noun Compound Uncountable Singular	Middlescence is a hard part of life for some people
Big-boned	A person of larger build	Ширококостный	Unknown origin	Adjective. Compound. Attributive	I'm not fat I'm big-boned
Liberate	To obtain something from an enemy during war. Used for land, cities, and regions.	Освободить	The word "liberate" dates back to 16th century	Verb Transitive Regular	They want to liberate their territory

This was a brief description of our dictionary. While comparing the three dictionaries we have concluded that an introduction with additional information would be convenient for the reader to better understand the concept of euphemisms. This will allow foreign students who are learning the language to have more material to learn without relying on any additional sources. As for euphemisms, we have decided to include grammatical features to help students all over the world with a convenient learning experience with our dictionary. Because in all of the dictionaries that we have reviewed, we have not found one that would include that type of information. DEOD dictionary has included the origin of euphemisms and where they are coming from. We have decided this information will be a good addition to our dictionary. This will add more context to where and when it was used.

Another important factor that needs to be mentioned is the classification that we used for our dictionary. Our team has chosen to use the classification of Muminov (2021) which separates euphemisms by the area of their use. There are five areas that we have been interested in which are everyday life, medicine, addiction, death, and work.

As for the target audience, we have two main groups which are linguists and non-linguists. Our focus was on linguistics students that are studying the topic of euphemisms as well as non-linguistics students who are just interested in improving their English.

In conclusion, this section has described the dictionary and explained some moments that may have not been clear. We have discussed the structure of our dictionary and features of the compared dictionaries that we have decided to include and the features that we did not use to develop our dictionary.

Process of conducting surveys and results

In this section, we will write about the process of conducting our surveys and our collected data from them. Our focus was on conducting two surveys for two different groups of participants, which are students majoring in Applied Linguistics, who have knowledge about euphemisms, and students from other majors at our university, who are unfamiliar with these linguistic devices. Each of the surveys consists of ten multiple-choice and ten open-ended questions. The survey questions were carefully constructed to assess participants' familiarity with euphemisms, and their ability to identify and comprehend these expressions in various contexts.

As for the survey distribution, we shared our survey links through different WhatsApp groups to reach the target groups of students. For the Applied Linguistics group, the first survey link was shared within student groups, where students majoring in Applied Linguistics were

likely to be present. The second survey link was shared for groups full of students from other specialties besides applied linguistics. Here are the results of our surveys:

1. Do you know the euphemism "between jobs"?

Table 2

Results of KAZGUU students to the question number 1.

Linguists' responses		Other majors' responses	
YES	25%	YES	26.1%
NO	68.8%	NO	56.5%
NOT SURE	6.3%	NOT SURE	17.4%

2. "The phrase between jobs is a euphemism to describe when someone is unemployed", This explanation of the between jobs enough to understand?

Table 3

Results of KAZGUU students to the question number 2.

Linguists' responses		Other majors' responses	
YES	71.9%	YES	43.5%
NO	18.8%	NO	26.1%
NOT SURE	9.4%	NOT SURE	30.4%

3. Do you know the euphemism "Expecting"?

Table 4

Results of KAZGUU students to the question number 3.

Linguists' responses		Other majors' responses	
YES	75%	YES	30.4%
NO	18.8%	NO	34.8%
NOT SURE	6.3%	NOT SURE	34.8%

4. "The meaning of Expecting is to be pregnant", This explanation of the word "Expecting" enough to understand?

Table 5

Results of KAZGUU students to the question number 4.

Linguists' responses		Other majors' responses	
YES	84.4%	YES	59.1%
NO	15.6%	NO	27.3%
NOT SURE	0%	NOT SURE	13.6%

5. How rich is your stock of euphemisms?

Table 6

Results of KAZGUU students to the question number 5.

Linguists' responses		Other majors' responses	
1-10 euphemisms	34.4%	1-10 euphemisms	43.5%
11-50 euphemisms	50%	11-50 euphemisms	21.7%
51-100 euphemisms	9.4%	51-100 euphemisms	17.4%
101-500 euphemisms	6.3%	101-500 euphemisms	8.7%
over 500 euphemisms	0%	over 500 euphemisms	8.7%

The first part of the multiple-choice questions, which consists of the first five questions of the survey, shows the relevance of the vocabulary we are working on. In the first question Do you know the euphemism "between lobs"? The answer from other majors 26.1% is Yes and the remaining percentages are No and Not Sure. Over 70 percent is a negative outcome for students in other majors but it's not as bad for them. However, for Linguists, 25 percent is Yes and 68.8 percent No, 6.3 percent Not Sure. For English Language Specialists, it is a very bad outcome and proof of the importance of the dictionary that we are working on.

As you can see from our data, they revealed limited familiarity among both linguists and students from other majors, highlighting the necessity of a comprehensive dictionary, especially for students of Applied Linguistics. Similar patterns were observed in subsequent questions, indicating an average of 50 euphemisms known by most participants. In the second part which consisted of open-ended questions, linguists and students of other majors didn't answer that well

for these questions, which means that they also didn't contribute enough euphemisms to enrich our dictionary of euphemisms. These findings emphasized the importance of the dictionary and facilitated its further development.

Collection of euphemisms

In this section, we will describe how euphemisms were collected. In this part of our paper, we will provide information about the criteria for collected euphemisms and the sources that we have been using.

The first criterion of euphemisms would be the category of euphemism. If the euphemisms do not fit into any of our existing categories they will not be included into our dictionary. But while working on the project the number of categories was gradually increasing. So, some of the euphemisms that were not fitting our dictionary before would be used in the next categories if they are appropriate for the category. In the next criterion, we have found euphemisms that are still used or somewhat used in today's world. We would not include any dead euphemisms that are considered to be too old-fashioned. An example of a dead euphemism would be "Great Scott" which is an expression of amazement that was used in the latter half of the 19th century but is not as widespread today.

As for the sources of our euphemisms we have been using different dictionaries and other internet sources. The dictionaries include the ones that we were using for our comparison and other dictionaries that we have managed to find. The list of dictionaries that were used will be in the dictionary itself as references and in references in our paper. The total number of dictionaries that we have used is four. These are "A Dictionary of Euphemisms and Other Doubletalk" (1981), "Dictionary of Euphemisms and Dysphemisms in English Erotica with Spanish Equivalents" (2010), "Anglo-Russkiy Slovar' tabuirovannoy lexiki" (2001), and "How Not to

Say What You Mean” (2002). Also, we had criteria for our sources as well. We would not use any sketchy or unreliable open sources. Mainly, we would use official websites of dictionaries or the most popular websites for English learning such as the Cambridge Dictionary, Merriam-Webster Dictionary, etc.

This was a process of how our team collected euphemisms for the dictionary. In total, we have collected eight hundred fifty euphemisms and divided them into the following categories political, medical, economic, personality, relationship, job, and euphemisms about feelings. In the next section of our research paper, our team will provide some discussion points and limitations of our research.

DISCUSSION

To begin with, the first part is about the survey since the survey is one of the main tools in our diploma work. Describes the results of the survey and links to the main research questions, in our paper one main question and one secondary question. And the survey answers the research questions and helps in the creation of the vocabulary.

The second part of this discussion focuses on the euphemism dictionary. This part describes the structure of the dictionary and the order of euphemisms. By the order of the euphemisms, we mean what topics we divided them into based on the results of the survey and based on the classification criteria of the author Muminov (2021).

Therefore, there are two surveys that were created, the first survey for linguists, and the second survey for students from other majors such as translation studies, international relationships. The first part of the Multiple-Choice Questions presents the first five questions from the survey which are the same for linguists and for students of other majors. It is aimed to compare the knowledge of linguists and students of other majors and it will also show how useful the euphemisms dictionary we have created is.

Question five is a direct question: How rich is your stock of euphemisms? Linguist result. 1-10 euphemisms 34.4%; 11-50 euphemisms 50%; 51-100 euphemisms 9.4%; 101-500 euphemisms 6.3%; over 500 euphemisms 0%. and Result of students from other professions 1-10 euphemisms 43.5%; 11-50 euphemisms 21.7%; 51-100 euphemisms 17.4%; 101-500 euphemisms 8.7%; over 500 euphemisms 8.7%.

Knowledge of euphemisms about 80 percent of students on both sides know an average of 50 euphemisms. This indicates that students rarely use euphemisms unknowingly or do not use euphemisms at all.

Part two of the survey Open-ended questions are different for linguists and for students of other majors, with open-ended questions starting sixth through tenth in both surveys. A survey of linguists will help to develop our dictionary by adding some euphemisms that Linguists will write, if there are no euphemisms to fill our dictionary, it is an indication that the dictionary of euphemisms we are creating is necessary. In the part for students of other majors, we will learn the general situation of euphemisms, which means how much the students of other majors know about euphemisms and how much they need the dictionary we are creating.

To supplement the dictionary, we used questions such as, from the Linguist survey: What kind of euphemisms can be used in daily life? What euphemisms referred to relationships do you know? What euphemisms do you use to talk about military or war? What are some common euphemisms used in medicine and how have they evolved over time?

From the survey of STUDENTS OF OTHER SPECIALTIES: Can you provide examples of euphemisms you have encountered in the media or in your personal life, and explain their meanings and purposes? What are some common euphemisms in English that you are aware of, and what are their meanings and origins? Have you ever heard a phrase that was used to describe something unpleasant or taboo, but you felt that it was deliberately vague or indirect? Can you provide an example? Have you ever been in a situation where you couldn't use some in a polite conversation because they seemed too rude? If yes, what alternatives did you use? With responses from students on both sides, we filled in our vocabulary because our vocabulary has sections on euphemisms for attitudes, and euphemisms used in everyday life.

Finally, "What information needs to be included in a dictionary to make a comprehensive dictionary of euphemisms?" answering the main research question there is no any student who provided more than 5 euphemisms for each theme as an economic euphemism, relationship

euphemism, euphemism about family, euphemisms about job. It means that our aim is to construct a euphemism dictionary and information about politics, economics, jobs, feelings, relationship, personality, and everyday life euphemisms. In addition, there is an answer to the secondary question of the research work “Is there a need for students of KAZGUU to have a dictionary of euphemisms?”, fifth question in the survey How rich is your stock of euphemisms? helps to answer the secondary question. The survey results show that 80 percent of the students know from 11-50, while students studying in the English language and studying how to use the English language properly. The euphemisms are a crucially important part of any language and avoiding them while the studying process is a mistake. According to the survey results dictionary of euphemisms is required for KAZGUU students.

The research's main question is “What should be analyzed to compile a comprehensive dictionary of euphemisms?”, while answering this question according to the survey result, it had been decided that in the dictionary should be a Numeration, Euphemism, Definition, Translation, Origin, Grammatical level, and example. In addition, based on the literature review, the themes have been created in the dictionary for euphemisms following the classification of the author Muminov (2021).

The dictionary consists of seven sections:

1. Numeration; The first part is not to lose the word you found, and the numbering will help with this.

2. Euphemism; The second section is a euphemism, a word that can be used instead of ordinary words to avoid awkwardness.

3. Definition; The third part is the description and meaning of the euphemism which is written in the second section with the help of which you can understand how to understand this word.

4. Translation; The fourth part reinforces the third part meaning and translation gives a complete picture of the euphemism to use.

5. Origin; The fifth part includes the history of the word and the origin of the word.

6. Grammatical level; The sixth part is to characterize the grammar of the word and with which you can understand where and how to use the word.

7. Example. The seventh part in combination with the other parts gives a complete picture of the use of euphemisms.

Based on the literature review, the themes for the dictionary had been developed based on the classification of the author Muminov (2021). As it was mentioned in literature review there are several types of dictionaries, the type of dictionary that we have chosen to make for our research is a linguistic bilingual dictionary. The themes will help the reader find out the euphemisms through following topics of the euphemisms.

Themes of the dictionary according to Muminov (2021) classification:

- 1-99 Euphemisms related to politics;
- 100-200 Euphemisms related to medicine;
- 201-300 Euphemisms related to economics;
- 301-350 Euphemisms related to personality traits;
- 351-450 Euphemisms related to relationships;
- 451-550 Euphemisms related to everyday life;
- 551-600 Euphemisms related to feelings;

- 601-650 Euphemisms related to military;
- 651-750 Euphemisms related to jobs;
- 751-850 Euphemisms related to family.

In conclusion, we would like to say that the dictionary we are working on is more relevant than ever. The reason for this is not the use of euphemisms or the lack of knowledge of euphemisms by students of other specialties and especially by Linguists. Because most of the students knows how a euphemism can serve as a useful tool in promoting sensitivity and respect. The survey also confirms the students' poor knowledge or lack of knowledge of euphemisms on both sides. Finally, the survey also helps in creating a euphemism dictionary and immediately shows how important a euphemism dictionary is by answering the research questions. The next section will be about the conclusion of our research.

CONCLUSION

To conclude our research a quick summary of our work was prepared. In this part of the research shortened information about our findings as well as future recommendations for further research has been provided.

In the research, we have addressed the issue related to the inexistence of a newer dictionary of euphemisms. The main problem that we have found is a gap in the linguistic field that needed to be fixed by the creation of a new dictionary that will satisfy the needs of linguistic students and language learners, who are interested in studying euphemisms or improving their general English. Also, as was mentioned in previous parts of our research there has been a gap in the linguistic field when it comes to theoretical knowledge on euphemisms. In this research, we have been working on closing the gap and providing more information on the topic of euphemisms. Of course, our research is just the first step to improving the situation. There are many ways how the problem could be approached in future research. And we hope that our work could serve as a baseline where it all starts. In our paper, we could not cover every euphemism due to limited time for our work. So, one of the possibilities is to expand and enhance the knowledge of euphemisms by adding newly formed euphemisms or adding more information on the ones that we have provided. The other area of the research that we find fascinating is the study of euphemisms that are not used in general English and are tied down to a specific dialect or area of use. Because our research on the theoretical part of our literature review only investigated the general knowledge of euphemisms. A study of some particular cases could provide astounding opportunities for research and new data.

As for the literature review, it consisted of three parts that are touching upon the topic of euphemisms and history that is related to dictionaries. The first two parts of the literature review are focused on euphemisms. At the beginning of the literature review, the overview of definitions and functions of euphemisms could be found. Our team has come to a conclusion to use Merriam-Webster's definition of euphemism. As well as using the functions that have been provided by Qi (2013) and Ahmed (2021). In the middle part, the categories of euphemisms are placed. The two different categorizations have been examined and compared to each other. We have considered the classifications of Muminov (2021) and Ahmed (2021). Both are focused on different aspects when it comes to the classification of euphemisms. We have chosen to use the classification of Muminov (2021).

In the last part of the literature review, we are discussing the history and types of dictionaries to better understand the origin of their creation and development. In this part, we have mentioned five types of dictionaries and a short review of the beginning of dictionary history. Those were the three main parts of our literature review. Besides the literature review one of the most important parts in our research is a practical section.

As for the practical part, namely the process of searching for euphemisms for our dictionary, we approached it with careful attention using reliable tools and credible sources. We also compared other euphemism dictionaries to find among them the best and most suitable in terms of evaluation and criteria.

The creation of the very basis of the dictionary was the most basic and the first part. The structure of the dictionary itself is title page, contents, introduction, euphemisms, and discussion section. To create a dictionary, we used a tool such as Google Doc, which is a very good tool that allowed all three of us to work on the same documents in an online format and at the same time

view the progress and activity of our team. Considering all the categories of euphemisms that were included in our dictionary, namely medical, political, economic, relationship, everyday life, personality and family euphemisms, our team achieved all the set goals for the process of collecting all the necessary euphemisms that would be included in these categories, in addition to them, the meaning of each of them, translation into Russian, grammatical and etymological information, as well as examples of using these euphemisms in sentences. All euphemisms in our dictionary have been collected from studies or dictionaries focused on euphemisms of different categories, like “A Dictionary of Euphemisms and Other Doubletalk” (DEOD) (1981), “Dictionary of Euphemisms and Dysphemisms in English Erotica with Spanish Equivalents” (DEDE) (2010), and “Anglo-Russkiy Slovar’ tabuirovannoy lexiki” (ARS) (2001)., and from reliable sources like Cambridge Dictionary, Merriam-Webster Dictionary, etc.

Also, many of the euphemisms in our dictionary were taken from our compiled two surveys for our KAZGUU students, which included questions, the first half of which was about finding out students' knowledge of euphemisms and the other half included open-ended questions where the students could give their examples of euphemisms that they use in their studies or in daily life. The second half of the survey questions helped us very well to collect even more euphemisms for the dictionary. We have described more information about the collected data from the survey in our discussion section.

The research work was based on an analysis of existing dictionaries as well as a survey that was distributed to KAZGUU students. The survey involved 61 second, third- and fourth-year students from the department of Linguistics as well as third- and fourth-year students from other majors (translation, international relations, tourism, etc.) who use English. The main purpose of the survey was to help us design our dictionary, but the survey also had secondary

aims as identify the knowledge about euphemisms of applied linguistics and students from other majors. In addition, to show the importance and necessity of the dictionary we created, or to show that the dictionary is not important or not necessary, depending on the result of the survey. Turning directly to the results of the survey showed not high knowledge of euphemisms among students of other specialties, but students of applied linguistics also showed average results. Based on the results of KAZGUU students, this dictionary which we created is relevant and important.

As far as the structure of the dictionary is concerned, the dictionary has seven sections that together give complete data about euphemisms. The sections are: 1. Numeration; 2. Euphemism; 3. Definition; 4. Translation; 5. Origin; 6. Grammatical level; 7. Example. As far as the wealth of information in the dictionary is concerned, the dictionary has exactly 850 euphemisms with examples of how they are used, with descriptions, etymology, and so on. Also, the results of the open-ended questions from the survey were used in the creation of the dictionary. Based on the students' answers, we filled in our vocabulary relation to the research question.

The dictionary could be distributed on the Internet platform or site, in this case the dictionary will be an online dictionary and will be upgraded every 2 months to improve comprehensiveness of the information. Another benefit of such a version of a dictionary could be that readers can leave comments about these euphemisms and leave feedback about the euphemisms and write additional information about the euphemisms that the owners of the dictionary will review and add as the information is appropriate and reliable.

Our research has delved into the euphemisms and the way how the dictionary of euphemisms could be made. Theoretical knowledge about euphemisms and the creation of

dictionaries has been studied and analyzed in order to develop our own dictionary of euphemisms for KAZGUU students or anyone who is interested in the topic of euphemisms. This work will help future researchers who are interested in studying and compiling dictionary of euphemisms as well as learners of English language.

In conclusion, the goal of the thesis, which came from studying the theoretical part of euphemisms to develop a dictionary of euphemisms, has been achieved. However, the topic itself still requires additional research to gain more insight on the topic.

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