Measuring University Of Anbar EFL Students' Awareness of Emoji Faces in WhatsApp and their Implementations

Maha Majeed Anber, Ali Sabah Jameel *

ABSTRACT

Technology has changed our way of communication, especially the written communication via social media. In fact, people tend to use abbreviations in writing messages such as (plz) for please, (ex.) for example, (OMG) oh my God, and so on. Recently, vin the digital world, people start using Emoji in the social media sites such as: Facebook, Viber, Twitter, WhatsApp, and Instagram programmes which become part of everyday messages communication. To this end, the aim of the present study is to investigate EFL University of Anbar students' awareness of the meaning and representation of Emoji faces, and also to what extent do they use Emoji faces in written communication via Whatsapp program. To collect the data of the study, a test and an attitudinal questionnaire were used. The results of the study reveal that the students use Emoji faces in written communication in a very limited way, and the majority of them do not have awareness of most of Emoji faces' meaning and representation. Sometimes, unknown meaning of Emoji faces lead to misunderstanding between the sender and the receiver if one uses them in a random way.

Keywords: EFL Students; Awareness; Semiotics; Emoji; and WhatsApp.

Introduction

1.1. Statement of the Problem of the Study

A picture is worth a thousand words, from this statement the researchers try to investigate university students' awareness of Emoji they use in online messages, and to what extend do they use them in communication. Emoji as "semiotic objects" have changed our everyday local communication and informal written communication. Emoj ihas become a part of social media messages between the people all over the world. A report of "Emoji Report 2015 shows that (92%)of virtual on-line people use Emoji to express their feelings and emotions.Emoji faces are the most popular Emoji being used in the social media communicationsuch as Facebook, Viber, Twitter, Whats app, and Instagram (Wicke, 2017:2).

1.2. Aim of the Study

The aim of the study is to reveal EFL university students' use of Emoji faces in written communication, and also to what extent are EFL university students aware of the meaning of Emoji faces.

1.3. Questions of the Study

To achieve the aim of the study, the researchers set the following questions:

1- To what extent do the University of Anbar EFL students use Emoji faces in written communication via WhatsApp.

2- To what extent are the University of Anbar EFL students aware of the meaning and representation of Emoji faces.

1.4. Significance of the Study

1- Using Emoji faces in written communication is a common norm in our life. People use Emoji faces to reflect their moods, feelings, or/and to save time and efforts in writing message text.

_____

2- To know the meaning of each Emoji face is an important thing in order to avoid misunderstanding between the sender and the receiver.

3- Using Emoji faces without knowing their meaning can cause fragile communication.

1.5. Limits of the Study

1- The participants are from 3rd and4th grades in the departments of English at the College of Education for Humanities and the College of Arts in University of Anbar.

2- Questionnaire and test were used to collect the data of the study.

3- The survey and the test were conducted during the first semester of the academic year 2019-2020.

1.6. Procedures of the Study

To fulfill the aim and to answer the questions of the study, the following procedures were conducted:

1- The researchers reviewed the literature to identify the significance of the topic to the field of linguistics and applied linguistics. Investigating peoples'use and awareness of Emoji faces as symbols and as signs in written communication is a new topic to deal with. Definition of Emoji faces characters is not new. It has been started since the usage of Emoji faces via Smartphone applications, but investigating peoples' behaviors and knowledge is a new topic. The literature and related studies are not rich, and there is shortage of sources related to this field.

2- The researchers believe that Emoji is a branch of linguistics. Thus to find sources and to achieve the aim of the study, the researchers linked the Emoji faces topic, as linguistics field, with applied linguistics.

3- The participants who participated in the study are determined.The researchers and the language of the study are related to English language. All the data written in English language, thus the participants are from the Departments of English. The items of the questionnaire and the test are in English language and need high level of English background, thus the suitable sample that can achieve this task is the students in the Department of English, and specific in the 3rd and4th grades. In the University of Anbar,there are three Departments of English, one in the College of Arts, one in the College of Education, and one in the college of Education for Women.

4- The researchers distributed the questionnaire and explained to the participants how to response correctly. Then, a test was distributed provided with additional explanation, accompanied by examples being written on the with-board.

5- After gathering the instruments of the study, a percentage ratio was used to analyze the item of the questionnaire and the test.

2.1. Introduction

The present study investigates the animated Emoji that called "Face Emoji".There are different kinds of Emoji that reflect specific event such as: Valentine's Day, New Year, Christmas, Ramadan, Mother's Day, Father's Day.

People use Emoji as metaphors, symbols, signs, and analogies to deliver a message. People use Emoji which they feel that it expresses their ideas, feelings,emotions, and states. Emoji may be understood as 'semiotic objects' (Danesi,2017).

The questions that are aroused here are: 'are Emoji faces universally understood?'In another word, do most people understand what each Emoji face refers to? Do they use Emoji faces correctly? Do Emoji faces lead to misunderstanding between the sender and the receiver? All these questions are the concern of the present study.

Emoji has changed the way of communication. Emoji represents ideas visually which translate complex ideas. Emoji gets its popularity in (2015) when the Oxford dictionary has chosen the Emoji face 'face with Tears Joy' as the "Word of the year". Emoji has created novel style of communication via writing, it is time of "digital World" (Ibid, 2017: 4).

Since Emoji may be understood as "semiotic objects", it is semiotics that will be introduced in the next section.

2.2. Semiotics

ECO (1979: 8) states that, methodologically, there is a strong relationship between semiotics and communication since they have many features like symbols,gestures, meaning …..etc. Semiotics is associated strongly with meaning, i.e.,an image, asign, and a symbol can represent a meaning, or provide an interpretation of a phrase. Which means

that,via semiotics, we can express our idea, feeling, or/and reaction. Image, symbol, and sign are usually designed based on cultural and social factors, (Curtin, 2010: 51).

The first semiotic who uses the idea of semiotics as a branch of linguistic is Roland Barthes whose work presents a significant summary of semiotic aspect. The most important interpretation is that images and signs are not outcomes of what we realize, i.e. sign is not a mirror of a word or phrase, (Curtin,2010:54). Linguistics is only a part of the general science of semiology; the laws discovered by semiology will be applicable to linguistics, and the latter will circumscribe a well-defined area within the mass of anthropological facts, (Leeds-Hurwitz, 1993, P.4). Universal Language understanding is based on the semantic prime theory. Semantic primes consist of sixty-one primes in sixteen taxonomies;there are one-thousand with three hundred sixty-seven taxonomies (Wierzbicka,1996). The study aims to present a significant contribution in understanding the importance of semiotic theory in the given field.In the next section 'signs' will be reviewed since semiotics is the study of signs.They are iconic signs that hold ambiguous meaning behind them.

2.3. Signs

Ferdinand de Saussure defines semiotics in Noth's handbook as "it is a science that studies the life of signs within its society. The social linguistic systemis made up of signs and grammatical rules (Noth, 1995). Barthes's collection"Mythologies" in 1957, 1970 and 1980s hashed the light on the awareness ofsemiotic approach, he mentions that semiology talk the shape in sign, image, object, marker, and gestures (Chandler, 1999:2)

Sebeok (2001:9) classifies signs into six types: the symptom; the signal,icons, indexes, symbols, and name A is a sign that represents a person, identifies human variables, (Ibid: 11). Sebeok (2001:55) states that "A sign without either similarity or contiguity,about only with a conventional, and with an intentional class for its designatum, is called a symbol". Ancient Egypt around 3200 BC-400 AD is considered the firstnation who uses pictures and symbols to write a message or name. Agood exampleis shown in a picture found in the temple Edfu which contains the name of Cleopatra written by symbols of lion, birds, hands, eye and vase (Mattessich,2002).

Signs and symbols have predictable structures that based on usage and situation (Sebeok, 2001: 6).

A sign becomes iconic when there is a similarity connection between the signifier and its linguistic expression (Ibid: 50). The early written form of language was in form of icons. The alphabets in Greek and Latin were derived from "Iconic Signs". The pictographs, ideographs and hieroglyphs were used by Mediterranean civilization (Danesi, 1999: 35).

Yakin and Totu (2014) conduct a comparative analysis study between Peirce and Saussure attitudes toward semiotic theory, also to investigate the connection between semiotics and communication as signs in our social life. Therefore, both theories will be introduced briefly in the next section.It is worth to mention that Saussure and Peirce lived in the same period about (1839-1914), they were not aware of each other's works (studies), they investigated the meaning symbols and signs represent (Leeds-Hurwitz, 1993 mentioned in Chandler, 1999: 6)

2.4. Saussure's Theory of Sign

Ferdinand de Sassure is the father of semiotics for he found semiology(the father of semiotic) in the twentieth century. He states that semiotics is relatedto structuralism. The notion of structuralism is to analyze the deep structure of asentence and to analyze the unseen rules of people interaction in social context. Sassure mentions that the sign or the symbol is a kind of relationship between a signifier and signified (Curtin, 2010: 53). Saussure classifies signs and symbols into two dimensions: "marker-sound image"and "the interpretation of the signs, whereas Peirce classifies signs and symbols into three dimensions: "represent a tum, referent, (a physical object stand forfeeling event; occasion, etc.) and interpretant". According to Saussure, a symbol isa process which reflected man's imagination and feeling and does not occur by chance (Chandler, 2002 :26).

Saussure's theory emphasizes that language is a system of signs that formreality. His theory is the base of the emergence of semiotics as a linguistic branch. In his theory, Saussure states that: "A science that studies the life of signs within society is conceivable; it would be a part of social psychology and, consequently, of generalpsychology; I shall call it Semiology"

(From Greek Semeion 'Sign'). Semiologywould show what constitutes signs, what laws govern them.

Since the science does not yet exist, no one can say what it would be; but it has aright for existence; a place staked out in advance (Masinambaw, 2001).

2.5. Peirce's Theory of Sign.

Peirce is famous of pragmatism. He establishes abasis theory of signs. He introduces the term of "Semiotics" which is synonymous with logic of manknowledge. The difference between his theory and Saussure's theory is that"Semiotics" is Pierce's theory, and "Semiology" is Sassure's theory. Peirce (1998) writes "*I define a sign asanything which is so determined by something else, called its 'object', and so determines an effect upon a person, which effect I call its'interpretant', that the latter is thereby mediately determined by the former*". (478)

Peirce's basic claim is that signs consist of three inter-related parts: a 'sign', an 'object', and an 'interpretant'. If the sign is signify an object, it must meet some constraints which are placed, in turn, by the object. Consequently, the sign signifies its object only in virtue of some of its features. Additionally, the sign determines an interpretant by focusing the receivers' understanding on certain features of the signifying relation between sign and object. This enables the receivers to understand the object of the sign more fully.

Pierce considers that the 'interpretant' is of a high significance since a sign signifies only in being interpreted,and signification is not a simple dyadic relationship between sign and object. This makes the 'interpretant' central to the content of the sign, in that, the meaning of a sign is manifest in the interpretation that it generates in sign users (ibid).

2.6. Emoji

The original source of the idiom 'Emoji' is Japanese, the letter "E" stand for "Picture" and "Emoji" stand for "Canaracter" (Wicke, 2017:6).In the present study, it is believed that people may face difficulty in using 'Emoji' as pictorial nature, because pictograms, in nature, are ambiguous and one may interpret a sign or a symbol in a wrong way. For example, if the sender wants to say that he/she is in a restaurant and sends an 'Emoji Sign' of folk and knife, the receiver may interpret it that the sender offers an invitation for a meal. This notion has been emphasized by Kolers (1969) cited in Veale (2016: 5) who states that "*one cannotassume an isomorphic relation between a pictogram and its meaning*".

The phenomenon of Emoji has spread all over the world and has become'Emoticons phenomena' which represents emotion via icon. The initial goal of creating 'Emoji' is to save time, memory, effort, and space in texting and line message. It is worth to mention that the appearance of 'Emoji' differs by different providers, which mean the 'Emoji face' is changed, a little bit, according to the type ofthe Mobile or Smartphone devices. This thing has created misunderstanding orambiguity.

The 'Emoji' in Whatsapp are grouped in six groups: people, nature, food anddrink, activities, travel and places, and objects and signs.

2.7. Usage of Emoji

Emoji has changed the writing style, but till now there is no evidence that the formal writing such as newspaper, scientific and humanities journals, and literature use Emoji. APP developer (Swiftkey, 2015) finds that the usage of Emoji categories is not the same all over the world. For example, Arabic people use Emoji flower and plants more than any other nation.As a non-verb communication, Emoji can convey emotion and feeling; theyare considered ideal emotional icons that people become familiar with in nonverbal communication (Derks et al., 2008). Emoji are representative of multiple emotional reactions (Brisson, 2015 cited in Alshenqeeti, 2016: 61).

2.8. Previous Studies

Burhanuddin and Muhammad (2019) conducted a study to investigate the use of Emoji from semantics, pragmatics, and syntax in visual communication(in WhatsApp social media). A questionnaire was used to collect the data ofthe study. (150) participants of Whatsapp users participated in the study.

The results revealed that the people, who communicate via WhatsApp, have the ability to express their emotions and feelings and give an idea of the mood via using Emoji figures and faces.

Menglan et al., (2017) conducted a study to analyze people's misinterpretation of new Emoji face launched by Chevrolet. They modified"grammatical structure" for new Emoji statements. After that, the modified grammatical structure was released via internet. A questionnaire was used to collect the new interpretation of Emoji features. The participants were the user of Weibo, WeChat, Q-zone, and Twitter. The results revealed that using the suggested "Emoji grammatical rules" in a good way enables the participants to convey accurate messages via Emoji statements and narrow the gap of misinterpretation.

Miller et al., (2016) conducted a study to investigate if the Emoji faces across different platforms provide rise to diverse interpretations of Emoji. A questionnaire was used to collect the data of the study and extract people'sinterpretations of a sample of the most common Emoji faces. The results revealed that there are miscommunications in both aspects: in interpretation of the Emoji faces, and for different of platforms used in communication such as: twitter, viber, WhatsApp, etc.

In the present study, Emoji faces are considered to be used to express complex feelings that words and sentences fail to express. It is supposed that one Emoji face, if it uses correctly, can replace a long paragraph that reflects or expresses an idea. This notion is fostered by Veale (2016) who sets about (800)verbs and translates them into Emoji figures which proves that Emoji figures may deliver messages, and consider as a method of communication. So, it is time to reveal the usefulness of using Emoji in writing communication. That means to investigate the Emoji characters semiotically. The researchers believe that ,by using Emoji as cross cultural language in communication, it is time to set linguistic rules, or to create a branch to be included as one of linguistic branches.

3. Methodology

3.1. Population and Participants of the study

The population of the study is all Iraqi University English Language students who study at Departments of English in the faculties of Education and faculties of Arts.

The participants of the study are from the College of Education for Humanities and College of Arts at University of Anbar during the first academic year 2019-2020. The participants are (63) male and female students as shown in table (1).

Table (1): Participant distribution in the College of Education and College of Arts

College	3rd grade	4th grade	Total
Arts	15	11	26
Education	16	21	37
Total	31	32	63

The researchers choose (10%) as a sample of the study from the departments of English at the college of Education for Humanities and College of Arts, 3rd and4th grades.

3.2. Instruments of the Study

Two instruments were designed to collect the data of the study. The first instrument was a questionnaire. The second instrument was a multiple choice test. The questionnaire was designed to measure students' use of Emoji face in their daily written communication.

The multiple choice test was designed to measure students' awareness of Emoji face, i.e., to what extent do the students know the meaning of each Emoji face, and what it represents or refers to.

3.3. Validity of the Instruments

To ensure the face validity of the instruments, they were exposed to a jury of seven members who are specialized in linguistics, applied linguistics, and TEFL. The jury members recommended some modification, addition, and deletion.

3.4. Reliability of the Posttest

The researchers conducted the reliability of the questionnaire to assess its quality to collect the data of the study. It is a method to be sure that the designed questionnaire accurately measures students' use of Emoji in their daily written

communication via WhatsApp messages. The questionnaire was distributed to pilot sample two times; (10) days were the period between the two distributions. A person's correlation formula was used, which revealed that there liability coefficient was (0.87%). This ratio is considered an acceptable coefficient value.

3.5. The Piloting of the Study

The instruments were given to (20) students, at the Department of English in the College of Education for women/ University of Anbar. The results revealed that the average length of time needed to respond the items of the questionnaire is (20)minutes, and for the test is (40) minutes. Some Emoji faces are unknown to the students. The students required move explanations, instructions, and direction (as guide points) to do the task successfully.

3.6. Method of Data Analysis:

The results of the instruments are quantitative. Thus, a percentage ratio is used to describe the statistical analysis. The designed questionnaire is based on likert scale which is ranged between (3) points (always, sometimes, and never). The items of the test are analyzed utilizing "descriptive statistic". A percentage ratio is used to analyze (26) blanks. Each item has one blank and holds one correct answer. The participants have to fill each blank with one Emoji face.

4.1. Results of the Study

"To what extent do the University of Anbar EFL students use Emoji face in the written communication via WhatsApp? To answer this question, a percentage ratio is used to analyze the items of the questionnaire. Table (2)shows the answers of the 3rd and4th grades students' respondents to the items of the questionnaire.

Table 2: EFL 3rd students' responses of the College of Education for Humanities and College of Arts

Emoji Face	College	1	2	3	Emoji Face	College	1	2	3
	E	12.5	75.00	12.5		E	50.00	43.75	6.25
	A	20.00	60.00	20.00		A	40.00	46.70	13.30
	E	25.00	68.75	6.25		E	12.50	37.50	50.00
	A	13.30	33.3	40.00		A	0.00	33.40	66.60
	E	43.75	50.00	6.25		E	12.5	37.50	50.00
	A	86.70	13.30	0.00		A	6.60	40.00	53.40
	E	37.50	56.25	6.25		E	25.00	43.75	31.25
	A	38.40	26.60	35.00		A	13.30	46.60	40.10
	E	50.00	31.25	18.75		E	6.25	43.75	43.75
	A	6.66	46.60	46.74		A	53.30	6.70	40.00
	E	25.00	31.25	43.75		E	18.75	50.00	31.25
	A	6.60	6.60	86.80		A	13.40	26.60	60.00
	E	6.25	50.00	43.75		E	18.75	50.00	31.25
	A	0.00	20.00	80.00		A	13.40	13.30	73.30
	E	25.00	31.25	43.75		E	18.75	56.25	25.00
	A	26.60	6.80	66.6		A	00.00	40.00	60.00
	E	18.75	62.50	18.75		E	56.25	31.25	12.50
	A	0.00	66.6	33.31		A	60.00	20.00	20.00
	E	18.75	31.25	50.00		E	25.00	43.75	31.25
	A	6.60	40.10	53.30		A	13.30	40.00	46.60
	E	31.25	50.00	18.75		E	37.50	43.75	18.75
	A	20.00	33.30	46.70		A	6.60	20.00	73.40
	E	18.75	37.50	43.75		E	6.25	62.50	31.25
	A	40.00	6.70	53.30		A	0.00	40.00	60.00
	E	18.75	43.75	37.50		E	56.25	31.25	12.50
	A	6.70	53.30	40.00		A	20.00	53.40	26.60

*E= College of Education for Humanities *A= College of Arts. * 1= Always. * 2= Sometimes. * 3=Never.

1.   Table (2) shows that the percentages of respondents who 'always' use Emoji face are rating from (0.00) for the Emoji "kissing face with smiling eyes" to (86.70) for the Emoji "face with tears of joy".

2.   The percentage of respondents who 'sometimes' use Emoji face are rating from (75.00) for the Emoji of "laughing eyes", to (66.60) for the Emoji " face with stuck –out tongue and winking eye".

3.   The highest percentage of respondents who 'never' use the mentioned Emoji face in the questionnaire is(86.80) for the Emoji "face with kissing face".

4.   It can be observed that students in the Departments of English sometimes use Emoji faces in written communication.

5.   In addition to that, majority of the participants never use most of Emoji faces in written communication.

6.   the highest percentage is for the common Emoji face which is always used by the participants "face with tears of joy" with ratio (86.70), while the other Emoji faces that is always used by the participants are rating from (0.00) to (56.25). This percentage ratio is considered low.

To answer the second question of the study, the 4th grade participants'responses on the items of the questionnaire are shown in table (3).

Table 3: EFL 4th students' responses of the College of Education for Humanities and College of Arts

Emoji Face	College	1	2	3	Emoji Face	College	1	2	3
😄	E	28.75	61.90	9.35	🙄	E	14.28	52.38	33.34
	A	18.10	54.5	27.40		A	72.70	27.30	0.00
😆	E	19.40	61.50	19.10	😕	E	14.28	38.90	47.70
	A	0.00	72.70	27.30		A	0.00	9.10	90.90
😂	E	66.60	28.57	4.83	😟	E	19.50	42.85	38.90
	A	90.90	9.10	0.00		A	9.10	9.10	80.20
😊	E	38.90	47.60	13.5	🤤	E	18.70	19.40	61.90
	A	27.28	36.36	36.36		A	45.45	18.20	36.36
😊	E	33.30	57.14	9.56	😪	E	13.50	38.90	47.60
	A	18.20	36.36	45.45		A	0.00	27.20	72.80
😚	E	4.67	52.38	42.95	🤧	E	9.14	36.36	54.50
	A	9.10	18.10	72.70		A	9.20	36.36	54.50
😙	E	14.32	52.38	33.30	😷	E	9.55	47.60	42.85
	A	0.00	27.30	72.70		A	27.20	18.30	54.50
😛	E	23.80	33.30	42.90	🤒	E	0.00	57.14	42.86
	A	9.14	54.50	36.36		A	18.19	36.36	45.45
😜	E	28.57	42.85	28.57	😒	E	28.58	57.14	14.28
	A	54.50	36.36	9.14		A	90.9	9.10	0.00
🤪	E	19.05	28.57	52.38	😞	E	38.90	33.30	27.80
	A	45.45	18.19	36.36		A	9.10	54.50	36.36
😡	E	9.53	85.71	4.67	😱	E	14.28	61.90	23.90
	A	54.50	36.36	9.14		A	27.20	54.50	18.30
😓	E	13.5	47.60	38.90	😨	E	14.30	42.85	42.85
	A	0.00	36.37	63.63		A	27.30	36.36	36.36
😥	E	19.05	52.38	28.57	😎	E	38.59	38.59	22.82
	A	18.30	27.20	54.50		A	90.90	9.10	0.00

*E= College of Education for Humanities *A= College of Arts.* 1= Always. * 2= Sometimes. * 3=Never.

1.   Table (3) shows that the percentage of respondents who "always" use Emoji face" are rating from (0.00) for the Emoji "kissing face with smiling eyes", "face with open mouth and cold sweat", "frowning face with open mouth", and "face with thermometer" to (90.90) for the Emoji "face with tears of joy", "face with sunglasses", and 'face with the grumpy, sullen gaze expresses dissatisfaction.

2.   The percentage of respondents who "sometimes" use Emoji face are rating from (9.10) for the Emoji of " kissing face with smiling eyes", "frowning face with open mouth", 'face with the grumpy, sullen gaze expresses dissatisfaction and "face with sunglasses" to (85.71) for the Emoji " angry face".

3.   The highest percentage of respondents who "never" use the mentioned Emoji face in the questionnaire is (90.90) for the Emoji "frowning face with open mouth".

4.   It can be observed that, sometimes, 4th grade students in the Departments of English in both colleges use Emoji faces in written communication, and the high percentages are for the field"sometimes".

5.   It is noticed that the majority of the participants 'never' use most of Emoji faces in written communication.

6.   The highest percentage is for the common Emoji face " frowning face with open mouth" which is always used by the participants with ratio (90.90),while the other Emoji faces "face with tears of joy",which is always used by the participants are rating from (0.00)to (90.90) . This percentage ratio is considered low.

To answer the second question of the study "To what extent are the University of Anbar EFL students aware of the meaning and representation of Emoji Faces? A percentage ratio is used to analyze students' responses to the questions. Table (4) shows the percentage ratio of 3rd grade students' responsesin the College of Education for Humanities and College of Arts.

Table 4: The Percentage ratio of 3rd grade students' correct responses on the items of the test

1	😏	4	😋	7	🙂	10	😓	13	😚	16	😱	19	😂	22	😒
2	😜	5	😎	8	😓	11	😥	14	🤤	17	😰	20	😛	23	😐
3	😁	6	🙁	9	🤧	12	🙄	15	😆	18	😟	21	😠	24	😙
25	😷	26	🤒												

*E= College of Education for Humanities. ***A**= College of Arts.

1- *E= 43.75 / *A= 26.66. I feel very happy.

2- *E= 0.00 / *A= 6.66. I feel the subject is so silly or incredibly funny.

3- *E= 93.75/ *A= 86.66 I am cry laughing.

4- *E= 31.25/ *A= 20.00 I feel satisfied and speechless. A nice compliment for great that happened.

5- *E= 43.75/ *A= 20.00 A feel of happiness, contentment, peace of mind and gratitude.

6- *E= 12.50/ *A= 0.00 I want to say "Thank you", "Hello" or "Goodbye" to a friend or relative.

7- *E= 25.00/ *A= 6.66 I want to send a kiss to friends or a hug.

8- *E= 12.50/ *A= 13.33 I want to express a thank for a tip or a favor.

9- *E= 43.75/ *A=33.33 I want to make a joke or wants to flirt with the chat partner.

10- *E= 56.25/ *A= 53.33 My mood is exuberant – I am totally silly and crazy.

11- *E= 50.00/ *A= 33.33 I'm totally self-assured and relaxed. Everything is absolutely easy and cool.

12- *E= 18.75/ *A=20.00 I want to show expression of disinterest and disapproval.

13- *E= 50.00/ *A= 40.00 I want to show sorrow, remorse and regret.

14- *E= 43.75/ *A= 40.00 I want to express a reaction to something un favorable or a sign of rejection.

15- *E= 0.00/ *A= 6.66 I feel fear and panic.

16- *E= 12.50/ *A= 20.00 I'm deeply shocked and surprised by an ominous event or intense experience.

17- *E= 31.25/ *A= 13.33 I want to say that I'm sweating due to physical or mental stress.

18- *E= 31.25/ *A= 6.66 I want to express a stressful of situation with an unpleasant outcome.

19- *E= 37.50/ *A= 26.66 I want to express that I will disregard the message.

20- *E= 37.50/ *A= 6.66 I want to say that I cannot believe you did that! Expresses horror with fear.

21- *E= 25.00/ *A= 6.66 I want to show a mixture of shock and disappointment, a negative surprises.

22- *E= 50.00/ *A= 26.66 I want to show an expression of extreme interest and desire for something.

23- *E= 31.25/ *A= 6.66 I want to show that a conversation is extremely boring and drowsy.

24- *E= 0.00/ *A=13.33 I want to show that I'm ill or feel uncomfortable.

25- *E= 12.50/ *A= 20.00 I'm in the hospital, has to go to the doctor or has caught a disease.

26- *E= 43.75/ *A= 6.66 I want to express that I am worry about getting sick.

1.   Table (4) shows the third grade participants' correct responses to the test items in the both colleges. The highest item that gains high percentage (the Emoji face that majority of participants know its meaning and its definition)is entitled "I am crying laughing". It was (93.75) for the 3rdgrade of the College of Education for Humanities, and (86.66) for the participants in the College of Arts.

2.   The Emoji face "My mood is exuberant- I am totally silly and crazy" comes next that the participants know its meaning and definition with percentage(56.25) for the College of Education for Humanities and (53.33) for the participants of the College of Arts.

3.   The rest items' percentages are ranged between (0.00) to(43.75). The average ratio of the correct answers is very low, and there are three Emoji faces got (0.00) which indicated that the participants did not know their meanings.

4.   The rest of Emoji faces are unknown as shown in the participants' responses.

The fourth grade participants' responses to the test items in the College of Education for Humanities and College of Arts are shown in table (5).

Table 5: 4thgrade students' responses on the items of the test

1	😌	4	😴	7	🙂	10	😢	13	😙	16	😱	19	😂	22	😒
2	😜	5	😎	8	😓	11	😪	14	😋	17	😨	20	🤪	23	😦
3	😄	6	🙁	9	🤧	12	🙄	15	😆	18	😟	21	😡	24	😳
25	😷	26	🤒												

1- *E= 9.52 / *A= 36.36 . I feel very happy.

2- *E= 0.00 / *A= 9.09 . I feel the subject is so silly or incredibly funny.

3- *E= 95.23 / *A= 90.90 I am cry laughing.

4- *E=4.76 / *A= 18.18 I feel satisfied and speechless. A nice compliment for great that happened.

5- *E=19.04 / *A= 18.18 A feel of happiness, contentment, peace of mind and gratitude.

6- *E= 0.00 / *A= 9.09 I want to say "Thank you", "Hello" or "Goodbye" to a friend or relative.

7- *E= 28.57 / *A= 27.27 I want to send a kiss to friends or a hug.

8- *E=4.76 / *A= 18.18 I want to express a thank for a tip or a favor.

9- *E= 28.57 / *A=54.54 I want to make a joke or wants to flirt with the chat partner.

10- *E=66.66 / *A= 54.54 My mood is exuberant – I am totally silly and crazy.

11- *E= 76.19 / *A=27.27 I'm totally self-assured and relaxed. Everything is absolutely easy and cool.

12- *E= 14.28 / *A=18.18 I want to show expression of disinterest and disapproval.

13- *E= 9.52 / *A= 54.54 I want to show sorrow, remorse and regret.

14- *E=9.52 / *A= 27.27 I want to express a reaction to something unfavorable or a sign of rejection.

15- *E= 4.76 / *A= 0.00 I feel fear and panic.

16- *E=23.80 / *A=27.27 I'm deeply shocked and surprised by an ominous event or intense experience.

17- *E= 0.00 / *A=18.18 I want to say that I'm sweating due to physical or mental stress.

18- *E=0.00 / *A=18.18 I want to express a stressful of situation with an unpleasant outcome.

19- *E=19.04 / *A= 36.36 I want to express that I will disregard the message.

20- *E= 9.52 / *A=9.09 I want to say that I cannot believe you did that! Expresses horror with fear.

21- *E= 28.57 / *A= 18.18 I want to show a mixture of shock and disappointment, a negative surprises.

22- *E= 38.09 / *A= 27.27 I want to show an expression of extreme interest and desire for something.

23- *E= 0.00 / *A= 45.45 I want to show that a conversation is extremely boring and drowsy.

24- *E=0.00 / *A= 45.45 I want to show that I'm ill or feel uncomfortable.

25- *E= 42.85 / *A=27.27 I'm in the hospital, has to go to the doctor or has caught a disease.

26- *E=19.04 / *A=36.36 I want to express that I am worry about getting sick.

1. Table (5) shows that the average percentages of the fourth participants' responses on the test items are very low.

2. The majority of participants in both colleges do not know the meaning of the Emoji faces.

3. The highest percentage of correct response is for the Emoji face entitled "I am cry laughing" for (95.23) of participants in the College of Education for Humanities know its meaning and recognize it well, and (90.90) of the participants in the College of Arts know the Emoji meaning.

4. The Emoji face entitled "I'm totally self-assured and relaxed comes next. "Everything is absolutely easy and cool" Emoji face with percentage (76.19) for College of Education and "My mood is exuberant – I am totally silly and crazy" with percentage (66.66) and (54.54)for the College of Education for Humanities and College of Arts respectively.

5. The rest percentages ratios are ranged between (0.00) to (45.45). The lowest percentage ratio is for the Emoji face entitled "I want to say that I'm sweating due to physical or mental stress" which are(0.00) and (18.18) for participants' responses in College of Education for Humanities and College of Arts respectively. This indicates that no one recognizes the meaning of such Emoji face in the College of Education for Humanities. In the College of Arts, only two participants out of eleven know its meaning which represents (18.18).

6. Seven Emoji faces' meanings out of twenty-six are known by no one as shown in table (5) above.

4.2. Discussion of the Results

After analyzing the questionnaire items and test items, the results reveal that most students in the Department of English in the College of Education for Humanities and College of Arts in the University Of Anbar use Emoji faces in written communication in a very limited way, and the majority do not know the meaning of most common (26) Emoji faces.

The shortage of using Emoji faces in written communication is due to students' unknown of their meaning, and they even use common Emoji faces in a very limited occasion.

Peirce's main claim is that signs consist of three inter-related parts: a 'sign', an 'object', and an 'interpret ant'. In any semiotic analysis, each one of these three parts determines the other.

In the present study the 'sign' is the Emoji face, the 'object' is what that face indicates, and the 'interpret ant' is the students in the Departments of English in the University Of Anbar. Pierce clarifies that the responsibility of interpreting any signs is on the three interrelated parts of the sign which are the 'sign', the 'object', and the 'interpret'. Therefore, the inability of the students to understand the Emoji faces are due to the form of the Emoji face, the message of the Emoji face ,and the students themselves.

Taking into account the 'interpret's role in the results, the results determine that the shortage of using Emoji faces in written communication may due to students' local language (colloquial language). The Iraqi colloquial language is rich of emotion and feeling words and idioms that no single symbol, sign, or Emoji can replace it.

Iraqi people is well known of their delicate feeling full of love and emotions, they love courtesy, they have sweet

tongue, and poetic speech, thus they tend to use words instead of Emoji faces to represent or reflect their thoughts, feelings, emotions, and status. A according to the Iraqi culture, courtesy and sweet words are their daily life communication. There are more than thirty- four morning and evening welcome salutations in the Iraqi colloquial language. Such thing cannot be replaced by a single Emoji face.

As for the responsibility of the 'object' in the results, the researchers find out that Emoji faces cannot reflect deep emotions and feelings. Emoji faces can reflect or represent one's case and status only, but they cannot reflect the deep feelings and emotions. The fact of the Iraqi people is that they do not like to use pragmatic features in their communication, due to the varieties in culture and habits among the Iraqi provinces. This face is reflected in the postgraduate students' theses and dissertations topics. Most theses and dissertations titles in the Department of English, specialized Linguistics, are about "Pragmatics".

As for the 'sign' , it is obvious that the Emoji face may seem like a comic cartoon, therefore, the use of the Emoji face for serious and hot topics such as those used by the Iraqi citizen makes his/her words ridicule or makes him seem as if he/she were a mocking child more than an adult. The hot political events experienced by the Iraqi citizen make it difficult for him/her to exchange Emoji faces to express several feelings and attitudes in his daily life. This explains the use of the Emoji face with a laughing face in a greater proportion. The use of Emoji is considered by students as a way to create an atmosphere of humor during the exchange of jokes or funny news.

The modern reports of psychologists confirm that the exchange of written communication may lead to many cases of misunderstanding between the sender and the receiver. The use of Emoji is no exception, as Emoji faces may cause many misunderstandings, as they carry a sense of humor which makes them the last option objects during dialogues.

REFERENCES

Alshenqeeti, H. (2016). Are Emojis Creating a New or Old Visual Language for New Generations?A Socio-semiotic Study. *Advances in Language and Literary Studies* ISSN: 2203-4714, 7 (6): 58-.69

Burhanuddin A. and Muhammad H. (2019), "The Language of Emoji in Social Media" in The Second Annual International Conference on Language and Literature, *KnE Social Sciences*, pages494–504. DOI 10.18502/kss.v3i19.4880.

Chandler, D. (1999). *Semiotics for Beginners*. Retrieved from:

https://www.academia.edu/8055851/Semiotics_for_Beginners_by_Daniel_Chandler_Semiotics_.for_Beginners

Chandler, D. (2007). *Semiotics*: The Basics. London: Rutledge.

Chandler, D. (2002).*Semiotics*: The Basics. London: Rutledge.

Curtin, B. (2010).Semiotics and Visual Representation.Retrieved from:.www.arch.chula.th/journal/files/article.

Danesi, M.(1999).*Of Cigarettes, High Heels, and Other Interesting Things: An Introduction to Semiotics*. New York, St. Martin's.

Danesi, M. (2017). *The Semiotics of Emoji: The Rise of Visual language in the Age of the internet*. Bloomsbury Academic an in print of Bloomsbury publishing Plc

Derks, D.; Bos, A.; and Grumbkow, J.(2008). Emoticons in Computer-Mediated Communication:.Social Motives and Social Context. *Cyber Psychology & Behavior,* 11(1):99_101

Eco,U. (1979). *A Theory of Semiotics*. Bloomington: Indiana University Press.

Leeds-Hurwitz, W. (1993).*Semiotics and Communication: Sign, Codes, Culture*. New Jersey: Lawrence Erlbaum associates, Publishes

Masinambaw, E.; and Rahayu, S. (2001). *Semiotik: MengkajiTandaDalamArtifak*. Jakarta: BalaiPustaka.

Mattessich, R. (2002). The Oldest Writings and Inventory Tags of Egypt.*The Accounting Historians Journal,* Pp. 195-208.

Menglan, Q.; China, K.; Yuhui, F.; and Haiyang, Y. (2017).*Sentence structure study of Emoji communication.Advances in Economics, Business and Management Research*, volume 42.PP..83-86

Miller, H.; Thebault-Spieker, j.; Chang, S.; Johnson, I.; Terveen, L.; and Hecht, B. (2016)."*Blissfully Happy" or "Ready to*

Fight": Varying Interpretations of Emoji. Proceedings of theTenth International AAAI Conference on Web and Social Media (ICWSM 2016) pp. 259-268.Retrieved from:

https://grouplens.org/sitecontent/uploads/ICWSM16_EmojiFinal_Version.pdf.

Peirce, C.S.,(1998). *The Essential Peirce*.Volume 2.Eds. Peirce edition Project. Bloomington I.N.: Indiana University Press.

Noth, W. (1995).*Handbook of Semiotics*.Indiana University Press.

Sebeok, T.(2001). Signs: An Introduction to Semiotics. 2nd Ed., University of Toronto Press,.Toronto Buffalo LondonSwiftKey. Swiftkey Emoji report.Scribd, 2015. Available at URL

.emogi.com/documents/Emoji_Report_2015.pdf. Retrieved on 2nd, Dec, 2019.

Veale, T. (2016).AAAI Spring SymPosium Series.In A Rap on Knuckles and Twist in the Tale.*Synthesis lectures on Human Language Technologies*, 9 (1): 1-160

Wick, P. (2017).*Ideograms as Semantic Primes Emoji in Computational Linguistic Creativity*.Published Thesis, University of Osnabruck-Dublin, available at:

www.researchgate.net/publication/3161680500.

Wierzbicka, A. (1996). *Semantics: Primes and Universals*. Oxford University Press.

Yakin, H.; and Totu.A. (2014). The Semiotic Perspectives of Peirce and Saussure: A Brief.Comparative Study. *Procedia - Social and Behavioral Sciences* 155 (2014) 4 – 8

قياس وعي طلبة جامعة الأنبار المتعلمين اللغة الإنجليزية كلغة أجنبية للوجوه السيميائية التعبيرية في تطبيق واتس اب وتطبيقهم لها

مها مجيد عنبر، علي صباح جميل*

ملخص

لقد غيرت التكنولوجيا طريقتنا في التواصل ، وخاصة التواصل بالكتابة عبر وسائل التواصل الاجتماعي .في الحقيقة، يميل الناس إلى استخدام الاختصار في كتابة الرسائل مثل (plz) من فضلك ، و على سبيل المثال(ex) ، و يا الهي(OMG) ، وهكذا .لقد تغير هذا في العالم الرقمي، حيث يبدأ الأشخاص في استخدام الوجوه التعبيرية في مواقع الوسائط الاجتماعية مثل :الفيسبوك، و فايبر، و تويتر ، و واتس اب، والانستغرام التي أصبحت جزءًا من الرسائل اليومية .تحقيقًا لهذه الغاية، تهدف الدراسة الحالية إلى معرفة وعي طلاب جامعة الأنبار المتعلمين اللغة الإنجليزية كلغة أجنبية لمعاني السيميائية التعبيرية وما تمثّله في تطبيق واتس اب وكذلك الى أي مدى يستخدمون وجوه الرموز التعبيرية في التواصل المكتوب عبر برنامج تطبيق الواتس اب .لجمع بيانات الدراسة، تم استخدام اختبار واستبيان .كشفت نتائج الدراسة أن الطلبة يستخدمون الوجوه التعبيرية في التواصل الكتابي بطريقة محدودة للغاية، وأن الغالبية منهم ليس لديهم وعي بمعنى الوجوه التعبيرية . يؤدي عدم معرفة معنى الوجوه التعبيرية إلى سوء فهم بين المرسل والمستقبل إذا استخدمه أحدهم بطريقة عشوائية.

الكلمـات الدالـة: ما طلبة المتعلمين اللغة الإنجليزية كلغة أجنبية، الوعي، السيميائية، الرموز التعبيرية، تطبيق الواتس اب.

* جامعة الأنبار ، العراق. تاريخ استلام البحث 2020/1/9، وتاريخ قبوله 2020/6/2.