In the Age of Emojis, Academic Language: Good or Bad?

The Usage of Emoji or stickers in Academic is good or bad.

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ABSTRACT:

Academic language is the formal language used by the professors, teachers, and books at the school, college, and University, which is unlikely to be used by the students in everyday communication, conversations with friends, and family members. According to several studies, language is one of the important and most significant achievements for adolescents in the area of reading achievement and content area achievements [3][4]. It is recommended that students of all ages should continuously learn text reading abilities and involve themselves in engaging activities, and purposefully develop academic languages.[8] As the popularity of the emotional mode of communication (emoji) continuously evolves, teachers, professors at schools, colleges, and universities need to capitalize on this mode of communication to improve the academic language of their students [6]. To understand the effects usage of emojis and stickers on the students' academic performance, this study used an explanatory semi-structured interview method design. A quantitative analysis is conducted for the initial questions responses, followed by thematic analysis. This exploratory research concludes that usage of emoji has more positive impact on academic language when compared to the negative side. However, it is also recommended that students need to use emojis more wisely to get positive results. In a future study the researcher plan to consider a greater number of student's input for the study, also more factors like what kinds of emoji they frequently use, The researcher also has a plan to use different sampling method like stratified random sampling.

1 | INTRODUCTION

Academic language is the formal language used by the professors, teachers, and books at the school, college, and University, which is unlikely to be used by the students in everyday communication, conversations with friends, and family members. Academic language is also critical to use at the school[1]. College and at the university achievement and success. These abilities include the ability to explain and understand complex concepts and research papers, understand connect a series of comprehensive events, and apply and understand a diverse vocabulary and grammatical structures. On the other hand, academic vocabulary is a subset of academic language abilities that comprises general and content-specific vocabulary items [2]. Academic vocabulary comprises terms and grammatical structures that students do not use in everyday conversations. Still, they are commonly used in formal situations. They must be taught to every student at school, college, and University to interpret and understand their academic studies and academic literature correctly.

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In today's Information Technology century, there are many ways in which human beings communicate. It is constantly evolving day by day emojis are one of the strong emotional modes of communication between human beings. In recent times, this mode of communication has become a living organism in human beings. As the popularity of the emotional mode of communication (emoji) continuously evolves, teachers, professors at schools, colleges, and universities need to capitalize on this mode of communication to improve the academic language of their students [6]. In addition to that, emojis can be harnessed to help students collect their emotions and improve communication and deep understanding [7]. This study examines the effect and the impact of the usage of emoji language in academics.

Research Question: What effect do emojis and stickers have on academic language?

2 | METHODOLOGY:

To understand the effects usage of emojis and stickers on the students' academic performance, this study used an explanatory semi-structured interview method design. A quantitative analysis is conducted for the initial questions responses, followed by thematic analysis. So, two measurements were used to investigate the effects of emojis and stickers on the students' academic performance at the University of Cincinnati. The population for this experiment is the graduate students from the University of Cincinnati, College of Education, Criminal Justice, Human Services, and Information Technology.

The population for this experiment is the graduate students from the school of information technology, CECH, at the University of Cincinnati. Specifically, the enrolled students in the In-person IT RESEARCH METHOD CLASS are tagged with the course number IT7010 for the SPRING 2022 Semester. During the spring semester, 87 students registered for the Class. So the total population for this semi-structured interview is 87 students (n=87). The class instructor divided the class students into five research group participants to participate in the survey, discussion, survey, and experimentation. The author was in the Research participants group #5, which was 17 students, including the author. To experiment on the research question, the author has access to 16 research participants from group 5, which is approximately 18.39 percent of the total population. The author noted down the names of the 16 research participants in an excel sheet, and then he assigned a random value for each of the 16 research participants by using the simple built-in random function in the excel. Once the function has assigned a random number to each of the research participants. Then the author sorted the names in descending order by the random number, and then he picked five names. The author has picked the bottom five students from the research participants group, which is approximately 31.25% of the research group participants group 5.

The Author prepared an interview transcript which has four segments in it. The first segment talks about the research and also explains how the data is being used in this research. He also mentioned that the data and information would not be shared with anyone without the interviewee's permission. In the second segment, fundamental questions were asked to the interviewers, such as their name, the program, and the college they were enrolled in at the University of Cincinnati. The second set of questions explicitly focused on this research. In the 3rd segment, open-ended questions were asked to the interviewee about the research. For a research question in segment 2, the Author has used the perceived easy-to-use (PEU) model, which has a positive and significant relationship with the ATT model and has a high correlation +1 with the ATT model. The Author has used this model because he would like to do quantitative analysis on using research and stickers on the academic languages for better academic performance. In this Addition to the PEU model, the Author has incorporated a few questions and asked the interviewees to pick a range from 1-to 5, where one is strongly dissatisfied, and five is Strongly Satisfied. Hence a 5-point Likert scale is used to perform quantitative analysis on the usage of mobile devices by the students.

On April 23rd, 2022, the author dropped an email to all the interviewees to check their available time for the interview and then dropped a reminder email on the same day at noon. By the end of the day, the author received availability of all the interviews, and then he dropped a meeting invite for 30 minutes on the same day to conduct the interview. On Sunday, April 24th, the interview was performed through the Microsoft team's application through video conversation. Before the interview, the author provided a soft copy of the interview questions to all the interviewees, and the interview was conducted. On April 24th, 2022, by 6 pm, the author had completed all the interviews, and he noted the responses in the excel sheet.

To some extent, this virtual interview is biased because the author is already aware of the students' names. In addition, there is a good chance the author has misinterpreted what the interviewee said during the interview due to communication and internet connectivity challenges. The author might have added some additional thoughts to the responses. On April 24th, 2022, by evening, all the responses are noted in the excel sheet, and the backup of the excel sheet is taken and uploaded to the one drive to make sure the data is not lost due to system crashes and some unforeseen circumstances. In the following result section, the author does quantitative and thematic analysis.

The author also communicated that the study's results would be shared with them after completing the required analysis. Each student was provided confidence that their information would be considered confidential. Given the considerations mentioned above, bias in data collection is decreased to some level since respondents would have expressed their real thoughts.

2 | RESULTS:

The data collected from the methodology has been saved in an excel sheet in the author systems. The author has considered all the needed information for the research from everyone and rechecked if there were any unrelated data. After revalidating the data, the author concluded that there is no such data that does not have to be considered, which impacts the procedure and the results. Quantitative analysis is regarded as the best approach for this study, and themes were generated

based on the response after analyzing the excel sheet and evaluating all the responses from the interviewees regarding the usage of Emojis in academic languages. Now, by using the built-in functions of Microsoft excel, the author has calculated the Mean of the acceptance score, Standard Deviation, and Standard Error.

Table 1 Display the Acceptance Score along with the level of acceptance.

Student	Acceptance Score	Description
S1	4.3	Satisfied
S2	3.8	Neutral
S3	4.2	Satisfied
S4	4	Satisfied

From table1, we can conclude that the students are more inclined to favor the usage of emojis in the academic language. In addition to that, they are willing to learn the usage of emojis in the academic language. Also, they favor using emojis in academic learning is clear and understandable.

This quantitative analysis showed a neutral satisfaction level in using emojis in the academic language is easy for them. The themes are analyzed from the responses

Thematic analysis is performed on the data that has been collected from the interview. The interviewees were also asked to write at least 5 points about how social media affects or improves them. A total of 35 points were received, which were treated as sentences and copied to different Excel sheets to be analyzed thematically. The first step in this is to identify the theme according to the sentence and then the corrections are made accordingly. Table 3 displays the themes and their frequency. Here, the frequency represents the number of times the theme has been repeated in the sentence. The researcher has observed that the highest frequency is for the themes – of Knowledge Networking and communication. This shows that the themes support the positive side of using social media among university students. It indicates that the usage of social media has a positive impact on the students and the students are sharing knowledge and building their networks using social media.

Table 3: Thematic analysis results on the responses to the question on calculating the effect of social media

| Theme	Definition	Frequency
Understanding of academics	Knowledge transfer between the professor and the student	3
Behaviour intention	Motivation factor that increases interaction	3
Minimize misinterpretation	Effective communication and articulating concepts clearly	4
Concentration	Being focused and increasing productivity	3
Emotional mode of communication	Non-verbal transfer of knowledge	5
Networking and Communication	Creating a strong bridge between Professor and students	5
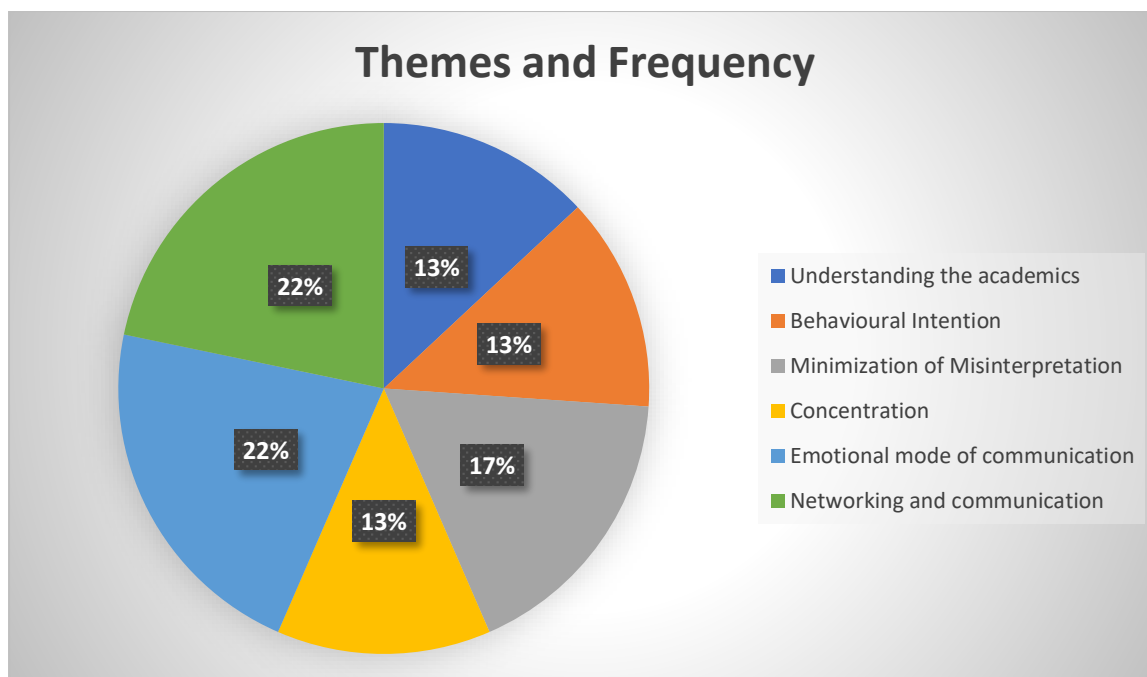
Figure 1: Themes and frequency

After identifying the themes, the author rechecked if any of the data is misinterpreted or misused and all the themes are subset of the study. It has been identified that a large number of students are find the emoji's useful in the emotional mode of communication and networking and communication from the students. Overall from the thematic analysis we can conclude that the usage of the emojis by the teachers, professors at the school, college and at the university in the academic language will increase their academic performance.

4. | DISCUSSION:

After performing the quantitative and thematic analysis, the results show three significant themes in using the PEU model. Using the emoji by the professors and teachers at the school, colleges, and the university will increase the understanding of academic knowledge. In addition to that, it will minimize the misinterpretation of the knowledge conveyed by the instructor in the class. To the study, using the emotional mode of communication by the professor, instructor, and teacher at the School, College, and university will also improve the student's concentration in the class.

The limitations in the quantitative analysis can be justified with credibility, confirmability, transferability, and dependability, and In addition to that, we need to validate internally and externally and check the reliability of the results. The credibility of the research is at its apex as the author made sure that all the interviewees had been selected at random and there was no biased involved in the population. The questions were framed according to the PEU model. The credibility of the responses is at an intermediate level due to the communication and technology barriers during the virtual interview. However, the author has explained all the sections in the interview transcript clearly and gave the interviewees a clear direction on how their responses will be noted and how the data will be used in this study. At the end of every interview, the author again revisited the interview transcript to ensure he did not miss any detail in the interview transcript. In addition to that, after all the interviews, the author has rechecked all the samples and responses, which eventually conveys that this study has high confirmability.

Considering non-dominating and negative factors, we recommend that using emojis and stickers in the academic language make understanding the concept easy. However, we need to adapt and efficiently learn the usage of the right stickers and emojis, and also, we need to upgrade ourselves in this mode of communication. In addition to that, day by day, the emotional mode of communication is changing, so the faculty and students need to be updating themselves in this particular channel since we have our outcomes which are validated by many factors, we can say from this exploratory study that the usage of stickers and emojis in academic languages by the teacher, professors, and students at the university will be more efficient in the academic languages.

This exploratory research concludes that usage of emoji has more positive impact on academic language when compared to the negative side. However, it is also recommended that students need to use emojis more wisely to get positive results. In a

future study the researcher plan to consider a greater number of student's input for the study, also more factors like what kinds of emoji they frequently use, The researcher also has a plan to use different sampling method like stratified random sampling.

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APPENDICES:

 You can find the interview transcript used to interview the sample collected.

A.1 Interview Script:

Segment 1:

Hello, Good Afternoon, My Name is Sai Eswar Boda. I'm a graduate student from the School of information technology, CECH, at The University of Cincinnati. In this study, I am conducting research about using emojis and stickers in the academic language by the teachers, professors at the School, college, and the university level. And the Data which is collected by this Interview will be used to perform quantitively and thematic analyses. In addition to that, the data will be confidential and will not be shared with anyone without your permission.

Your identity will be captured or recorded as part of this study. Is it all OK if I ask you a few questions? Is it OK to take notes? If you have any concerns, please let me know, and I will handle them. When answering, ensure your internet connection is good, and there is no latency or audio disruption. If you cannot communicate verbally, you may text me or use the chat option to ask me a critical inquiry. I'm hoping the interview goes well.

Would you like to processed to the interview or not?

Segment 2:

Q1. What is your Name?
Q2. In which program and college are you enrolled in at the University of Cincinnati?
Q3. Can you please provide you mail id? (To share the result and research finding)

Segment 3:

Q4. On the scale of 1-5, 1 being strongly dissatisfied and 5 being strongly satisfied with 3 taking a neutral stand neither dissatisfied / nor satisfied. Why? will it be easy for me to become skilled in using emojis in the academic language.
Q5. On the scale of 1-5, 1 being strongly dissatisfied and 5 being strongly satisfied with 3 taking a neutral stand neither dissatisfied / nor satisfied. Will learning to use emoji in academic languages is easy for me. And why?
Q6. On the scale of 1-5, 1 being strongly dissatisfied and 5 being strongly satisfied with 3 taking a neutral stand neither dissatisfied / nor satisfied. you would find emojis in academic learning is easy to use. And why?
Q7. On the scale of 1-5, 1 being strongly dissatisfied and 5 being strongly satisfied with 3 taking a neutral stand neither dissatisfied / nor satisfied. Using emojis in academic learning is clear and understandable. And why?

Thank you, this has been very helpful for my research.

<u>Segment 4</u>:

Q8. Would you like to give any opinion or add some point of view?
Thank you for your participation. Have a Nice day. LW m know if you need any further information regarding this and research and how your data is been used.