



## Transcending Translation: Using the Potential of Emojis in Reading Comprehension for Young ESL Learners

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b>            Received: February 17, 2025            Revised: March 27, 2025            Accepted: April 03, 2025            Available Online: April 06, 2025</p> <p><b>Keywords:</b>            Emoji's, Reading Comprehension, Experiment group, Control group, Translation, Teaching</p> <p><b>Corresponding Author:</b>            Maleeha Nazim            Email: <a href="mailto:maleeha.nazim@umt.edu.pk">maleeha.nazim@umt.edu.pk</a></p>	<p>The present research focused on teaching reading comprehension to students of elementary level through emoji to avoid translation also, exploring the effect of emoji on students in learning of English as a second language. The sample for the current study consisted of 50 students of grade 6 and 3 English teachers from a private school in Lahore, Pakistan. Mixed method research was used for this study. The data was collected through experimental research which was based on a checklist using a Likert scale to observe students' reading comprehension also, a pilot study was conducted to check the validity of the checklist. The data was analyzed with the help of SPSS statistical software for calculating the Pearson correlation. To add a qualitative dimension to the study, structured interviews were conducted to explore teachers' attitudes towards emoji teaching. The results have identified that teaching with emoji brought a significant difference in students' performance and helped them reduce their problems, which they had in understanding comprehension passages without any help. Based on the findings the present research recommended that the future studies can increase the sample size, for more accurate evidence and generalizing the results respectively.</p>



### 1. Introduction

Language boundaries provide significant obstacles in education in an increasingly linked world, especially when teaching reading comprehension to a varied student body. Traditional approaches that mostly depend on textual translation frequently have problems, which reduce the efficacy of comprehension exercises. Seeing this obstacle, a new strategy has gained traction: using emojis as a visual aid to improve reading comprehension while avoiding the need for language translation.

Reading comprehension is mostly taught through linguistic interpretation in the conventional method, which necessitates that students understand the subtleties and meanings that are contained in written texts. Nevertheless, this approach presents challenges when implemented in classes with several languages or for students with different levels of ability. Dependence on translation can hinder the depth and fluidity of knowledge, impeding the learning process's organic flow of information.

Emojis offer a viable substitute when used as an additional tool in literacy instruction. Emojis, being visually identifiable symbols that are universally understood across language boundaries, have the ability to function as understandable indicators that facilitate the interpretation and comprehension of written material. Teachers hope that by including emojis in reading assignments, students will have a visual aid that helps them understand the main ideas, feelings, and context of the text without having to translate it verbatim. Today in this millennial age, emoji's have made as another dialect for communication as well as for teaching purposes in educational sectors. People around the globe are more interested to adapt new emoji's rather than using new words to express their ideas or expressions. Alshenqeti (2016) said emoji are opening up new choices for inventive communication modes and development of conventional writing, making language increasingly visual and fun loving. Use of Emoji is growing among people to assist the process of conveying emotions in textual communication. They were created as mixed visual expressions of sentiments, attitudes, or moods for use in modern communication technologies. Emoji's are a complement to the written word, or a substitute, it is an important one for what has been described as the world's fastest-growing language (Cioletti, 2016). Hence, emoji's have been made as another dialect for communication to be used for teaching purpose in educational sectors, to make learning of language more interactive for students at a younger level.

Although this novel technique has potential, there is currently a dearth of research that thoroughly examines and analyses its effectiveness, implementation difficulties, and effects on various learner groups. In order to close this knowledge gap, this study looks at how well emojis work in reading comprehension instruction. It also considers the consequences of this method for educational practice and how well it facilitates understanding among students from diverse language backgrounds. This research aims to make a significant contribution to the changing field of literacy education by investigating the relationship between emojis, reading comprehension, and overcoming translation barriers. By doing so, it will provide insights into alternative approaches that promote encompassing and comprehensive educational surroundings. The purpose of this study is to investigate the impact of emoji on students in the educational sector of Lahore, Pakistan at elementary level especially in the learning of English as a second language through readings skills to avoid translation, to identify the effect of using Emoji in the learning of English as second language.

### **1.1 Objectives**

The study aimed to

- i. To investigate teaching through emoji can help teachers to avoid translation of reading comprehension text.
- ii. To identify the impact of Emoji's teaching on students in the educational sector especially in English language teaching.

## **1.2 Research Questions**

The study investigated the following research questions:

Q1. How can teaching through emoji help teachers to avoid translation of reading comprehension text?

Q2. What is the impact of Emoji's teaching on students in the educational sector especially English language teaching?

## **2. Literature Review**

The literature review explores the use of emoji is replacing traditional forms of written communication as well as teaching English. Teaching through emoji is a new progressive step, which would enable students to understand comprehension passages much better in fact, it is a beginning stage towards thought provoking learning.

### **2.1 Academic Learning**

Menglan, Yuhui and Haiyang (2017) aimed to run an analysis on an experiment with Chevrolet's ad. This study was conducted in China. Previous researcher (Cohn, 2016) also claimed that gestures can substitute words in discourse (McNeill, 2000), pictures can substitute written words in sentences, and words can substitute for pictures in the structure of a visual story arrangement. The outcomes demonstrated that by modifying explicit emoji syntactic structures and principles, subjects' wording on Emoji statement could progressively be precise and the issues of readers could be resolved.

Algharabali and Taqi (2018) researched the reasons and procedures of emoji used by students of college in academic setting. The investigation was held in Kuwait and incorporated in the College of Basic Education. Mixed method was used for this study. 163 students participated; the information was gathered through interview session and questionnaire survey. The survey dealt with the significance of emoji's: the manner in which they were utilized, their setting and the interviews were directed to address the scrutiny on the utilization of emoji. They found that the utilization of emoji is very essential to be used in college as well as for online interaction, yet their unique interpretation could create issues.

According to Doiron (2018), the usage of emojis in business and education today is examined, along with ways that a thoughtful approach to emoji creation through shared visual features might enhance learning in modern social/educational media contexts. Although this research suggests that using them can assist to explain or disambiguate communications, their implementation in educational feedback and communication has been limited by a number of challenges. Businesses that use emojis for promotional purposes make sure they express the intended meaning of each emoji. Emojis must be targeted in meaning and purpose in order to replicate the effective use of them in higher education. Instructional designers must also define and create a collection of emojis that are meant to complement modern social-constructivist pedagogy.

Gunter and Bragan (2018) discussed the aim on the context of teacher education. The study was conducted in Brazil. 40 teachers participated. The aim of this mixed method study was to distinguish social, cognitive, and teaching presences in the instructors' posts amid the courses. The findings proved these existences also, demonstrated that emoji played an essential part in mobile mediated communication, particularly to help participants.

Jaegar, Xia, Lee, Hunter, Beresford and Ares (2018) recognized that the utilization of emoji was exceedingly appropriate in all the areas of education. Mixed method was used for this study. The paper was split into the two sections, an initial segment dealt with online review used to evaluate and implement contrasts in the understanding of 33 facial emoji by utilizing a registration that-apply (CATA) questions and the other part managed a survey which was made intuitive by utilization of different emoji. Discoveries demonstrated that emoji couldn't just be utilized for literary reason but for education related purposes also made exercises more purposeful, interesting and provide quality time for learning for students.

Drahman, Joachim, Rahim and Yunus (2019) exempted to investigate the utilization of emoji to improve narrative writing in students with low English proficiency. Action research was planned to investigate the viability of utilizing emoji's to improve narrative writing. 35 students with low English language proficiency were chosen from three public schools situated in Bekenu, Sarawak; Tenom and Sandakan, Sabah, Malaysia. Information was gathered and triangulated both qualitatively and quantitatively utilizing pre-test and post-test, survey and interviews. The outcomes showed that the students felt delighted in the writing exercises and were ready to compose better sentences. The utilization of emojis proved powerful and showed improved narrative writing for low English language proficiency to certain degree.

Through a functional magnetic resonance imaging (fMRI) study, Chatzichristos et al. (2020) provided evidence of the impact of emojis on memory recollection. For the experiment, a total of fifteen participants in good health were gathered. In contrast to congruent pairings, the study demonstrated that psychological discrepancies among word+emoji combinations resulted in longer reaction times during memory retrieval. When compared to congruent combinations, the analysis of the fMRI data revealed that psychological discrepancy among word+emoji combinations engaged the inferior prefrontal cortex, the Supplementary Motor Region (SMA), and the Broca's region in both hemispheres. Furthermore, word+emoji pairings engaged multiple frontal areas, including the lower prefrontal cortex and the SMA, as well as the left Broca's area, the amygdala, and the right temporal pole, in comparison to pseudo words.

According to Jacob (2020), the goal of the study was to determine whether or not this innovation-mediated computational language is taking over as the new textual mobile phone lingua franca. Emoji's history and development, similarities to pre-alphabet ancient languages, a comparison with alphabet-based communication, semiotics, the sociocultural factors governing use, and historical evidence suggesting emojis are part of a long tradition of using images to convey meaning in writing have all been briefly covered in the study.

According to Sexton and Beegle (2020), academic language, higher-order thinking abilities, and understanding are developed by purposeful teaching in emoji-based activities. The findings showed that using emoji in academic language activities helps pupils acquire higher-order thinking and comprehension abilities. Whether or not emojis are used in the classroom, educators may establish rich academic language environments by deliberately introducing them into regular teaching conversations. Nonetheless, since emoji are so common in kids' daily lives, educators should look into methods to improve the way emoji are used in this crucial basic skill.

### **3.0 Methodology**

The aim of the study was to investigate the impact of emoji on students in the educational sector of Lahore, Pakistan at elementary level especially in the learning of English as a second language

through readings skills to avoid translation, to identify the effect of using Emoji in the learning of English as second language. Hypothesis testing was used to identify if the results of emoji teaching would be positive or negative. The researchers presupposition was that mixed research method would help recognize that emoji could be utilized for teaching in educational sectors or not. The researcher discussed the tools that have been used for data collection, sampling and population, procedure, analysis and other instruments to conduct this research.

### **3.1 Sample Size**

A total population consisted of 50 students of grade 6 and 3 English teachers, who were elected from private School in Lahore, Pakistan. The students were selected from both girls and boys branches. The participants were 40 males (66.67%) and 20 females (33.34%). All students were 11 to 12 years old. After pretesting, students were randomly put into two groups having equal number of students; control and experimental. Also, structured interviews were conducted from 3 English teachers to get their feedback.

### **3.2 Instruments**

Checklists were used by the researcher used to support or check various explicit lines of inception, steps or moves being made, or have been taken. They are utilized to guarantee consistency and fulfillment in doing an assignment. The purpose of the checklist was to observe students' reading comprehension skills (Smit.et.al, 2017). The researcher observed the students reading on the following item: phonics, hesitation, pauses, eye contact, group discussions, skipping difficult words, pronunciation, skimming, scanning and inferences. Five-level Likert-type scale was used (from strongly disagree to strongly agree) to portray students' stance (Jebb, Ng, & Tay, 2021). It is the most broadly used way to deal with replies in research survey. The researcher also used structured interviews for feedback from English teacher regarding emoji teaching. It is an unbiased process to collect information from participants gained from their own experiences and opinions. Pilot study was conducted by the researcher on 5 students. It is a method used in research to assess plausibility, time; costs, unfavorable occasions, and enhance the investigation plan before execution of a full-scale study project. The researcher opt five students from class to check the validity of the designed checklist.

### **3.3 Research Design**

The study was conducted to investigate the impact of emoji on students in the educational sector of Lahore, Pakistan at elementary level especially in the learning of English as a second language through readings skills to avoid translation also, to identify the effect of using Emoji in the learning of English as second language. Mixed method approach was used for this study, which is an approach to run an investigation that includes gathering, interpreting and incorporating both quantitative and qualitative research in a study (Clark, 2017). Sequential explanatory design was used, which is particularly used to break down and then gather information extracted from quantitative method and in the second phase of it, qualitative method is used to justify and provide unbiased results gathered through interviews.

Quantitative research was used to check which of the hypotheses is correct. Its central purpose was to provide a better understanding of research problem. So, first experimental research was conducted in the class room in which pre-test was conducted to analyze the reading comprehension level of the students, followed with 3-week guided practice and after that post-test was conducted to observe the difference. To understand experimental research, it is an empirical research method to build up cause-effect relationship among a variety of variables in an investigation survey and

tries to form a particular treatment which affected the result. It is a method conveyed to help, disprove, or approve a theory.

### **3.4 Data Collection Procedure**

This study was based upon activities and tests used to collect the results required for this research. The researcher conducted experimental research, where a group of students were given a pre-test to assess their reading comprehension level. Then, these students were randomly grouped into an experiment and a control group. Pre-test was designed to evaluate the current capability of student's reading skills particularly through reading comprehension. After pre-test a teaching session was conducted for three weeks called as guided practice on experiment group students. In guided practice session, students were exposed to reading skills such as pronunciation, skimming, scanning and inferences. These skills were taught to them through the use of emoji. Examples were also discussed in class in detail to bring students at a better understanding level.

Post Test was conducted right after the completion of three weeks guided practice session. Guided practice session was conducted to build up students cognitive reading skills through the use of emoji. A post-test was conducted, where the experiment group were provided emojis based comprehension reading passages, and the control group were provided with a similar text, but without emojis. This test was designed to analyze the results of proposed hypothesis that students would be able to acquire reading skills through emoji positively or not and would be able to comprehend the text more efficiently if they were taught reading strategies through emoji.

#### **3.4.1 Pre-Test**

In the pretest, students were checked upon the checklist adapted by Robb (2009). A diagnostic reading comprehension passage was given to the students, which identified that teachers had to translate the text into Urdu, so that the students could understand the text and word meaning better. The students were weak in skimming and scanning; they were unable to understand meanings of words without translation. This class was totally teacher centered and all the students relied on the teachers' explanation. After pretest, students were divided into two groups: controlled group and experimental group.

#### **3.4.2 Guided Practice Week**

Experimental students were given the treatment. They were taught with emojis and classes were taught for 3 weeks. Reading comprehension passages were given to students, which had emojis incorporated in it, so that students can learn new words and comprehend passages with understanding. On the other hand, control group students were taking regular class with use of translation in their lectures.

#### **3.4.3 Post-Test**

Another test was designed to check how much students have understood reading comprehension passages with use of emojis. Students were able to overcome their problem of skimming, scanning, inference, and it reduced their hesitation as well, because of active participation in class. The students were still having problem in pronunciation of words but they were able to comprehend text with emoji. It successfully replaced translation method. The class changed into a learner centered model. The use of emoji makes the process of reading time effective and easy.

### 3.5 Data Analysis

Paired Student’s t-test was used for comparing pre- and post-test scores (Derrick, 2020). The purpose of the test was to determine whether there is statistical evidence that the mean difference between paired observations on a particular outcome is significantly different from zero. Significant value was calculated using SPSS (Statistical Package for Social Sciences) version 24 (Cronk, 2017). P value < 0.05 was considered as significant. The collected data from the results were analyzed and organized accordingly. The results of pre-test and post-test were presented in the form of tables. Data was tabulated to determine the effectiveness of using emojis for reading skills and how it had improved students’ ability in reading comprehension.

## 4. Findings

### 4.1 Quantitative Findings

SPSS version 24 (windows) was used to analyze descriptive statistics and paired sample tests for the control and experiment groups. There were ten items in the teacher observation checklist for this study. The mean, standard deviation, standard error mean, and significance value for students were presented in tables 4.1 and 4.2. Output was analyzed with a mean, which gave the average difference between the two variables. Table 4.1 shows the difference between the pre and posttest of the control group, and table 4.2 shows the difference between the pre and posttest of the experimental group.

In addition, paired sample tests were used to look at how each group's pre- and post-test results varied. Table 4.1 presents the variations in the control group's scores for each of the 10 checklist items between the pretest and posttest. Table 4.2 illustrates the variations in the experimental group's scores for identical checklist items on the pretest and posttest. The significance value displayed in these tables indicates the degree of statistical significance of the observed differences. It assists in determining if observed variations in scores within each group between the pretest and posttest are probably attributable to the intervention or instructional strategy used, or if they may have happened by accident.

For every group, the average discrepancy or change seen throughout the checklist items is provided via the analysis of averages across the variables. This average difference illustrates the degree of enhancement or alteration in the performance of pupils or behavior prior to and after the intervention, helping to summarize the general influence or consequence of the modification or teaching approach on the checklist items. In general, the aforementioned analyses and tables provide a thorough summary and comparative analysis of the alterations witnessed in the control and experimental groups, illuminating the efficacy and influence of the instructional strategy or intervention being examined.

**Table 4.2: Paired Samples Test for Control Group**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig.	
					Lower	Upper			
<b>Pair 1</b>	RB1_PRE	0.68421	1.10818	0.25423	0.15008	1.21834	2.691	18	0.015
	RB1_POST								
<b>Pair 2</b>	RB2_PRE	0.47368	1.17229	0.26894	-0.09134	1.03871	1.761	18	0.095

	RB2_POST								
<b>Pair 3</b>	RB3_PRE	-0.15789	1.11869	0.25664	-0.69708	0.3813	-0.615	18	0.546
	RB3_POST								
<b>Pair 4</b>	RB4_PRE	-0.21053	0.71328	0.16364	-0.55432	0.13326	-1.287	18	0.215
	RB4_POST								
<b>Pair 5</b>	RB5_PRE	-0.31579	0.67104	0.15395	-0.63922	0.00764	-2.051	18	0.055
	RB5_POST								
<b>Pair 6</b>	RB6_PRE	0.10526	0.56713	0.13011	-0.16809	0.37861	0.809	18	0.429
	RB6_POST								
<b>Pair 7</b>	RB7_PRE	-0.31579	1.52944	0.35088	-1.05296	0.42138	-0.9	18	0.38
	RB7_POST								
<b>Pair 8</b>	RB8_PRE	-0.63158	1.16479	0.26722	-1.19299	-0.07017	-2.364	18	0.03
	RB8_POST								
<b>Pair 9</b>	RB9_PRE	-0.57895	1.1698	0.26837	-1.14277	-0.01512	-2.157	18	0.045
	RB9_POST								
<b>Pair 10</b>	RB10_PRE	0.48	0.91833	0.18367	0.10093	0.85907	2.613	18	0.015
	RB10_POST								

**Table 4.3: Paired Samples Test for Experiment group**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Upper			
Pair 1	RB1_PRE RB1_POST	2.48	0.58595	0.11719	2.23813	2.72187	21.162	24	0.000
Pair 2	RB2_PRE RB2_POST	1.72	1.06145	0.21229	1.28186	2.15814	8.102	24	0.000
Pair 3	RB3_PRE RB3_POST	1.52	1.04563	0.20913	1.08839	1.95161	7.268	24	0.000
Pair 4	RB4_PRE RB4_POST	1.68	1.28193	0.25639	1.15085	2.20915	6.553	24	0.000
Pair 5	RB5_PRE RB5_POST	0.68	1.14455	0.22891	0.20755	1.15245	2.971	24	0.007
Pair 6	RB6_PRE RB6_POST	-1.12	1.23558	0.24712	-1.63002	-0.60998	-4.532	24	0.000
Pair 7	RB7_PRE RB7_POST	-2.28	1.1	0.22	-2.73406	-1.82594	-10.364	24	0.000
Pair 8	RB8_PRE RB8_POST	-2.6	1.11803	0.22361	-3.0615	-2.1385	-11.628	24	0.000
Pair 9	RB9_PRE RB9_POST	-1.64	1.22066	0.24413	-2.14386	-1.13614	-6.718	24	0.000
Pair 10	RB10_PRE RB10_POST	-0.8	0.95743	0.19149	-1.19521	-0.40479	-4.178	24	0.000

Pairs 1, 2, 6, and 10 in the control group showed a positive mean, suggesting that they used translation more frequently from the preliminary to the post-test. On the other hand, the means of pairings 3, 4, 5, 7, and 8 were negative, indicating that this group's use of translation decreased from the pretest to the posttest. In contrast, pairings 1 through 5 in the experimental group had a positive mean, suggesting a higher use of the translation process from pretest to posttest, whereas pairs 6 through 10 showed a negative mean, suggesting a lower use of the translation process from pretest to posttest within this group.

All of these results point to the control group's overall greater propensity than the experimental group to utilize translation when reading passages during the pre- and post-tests. While the negative mean values suggest a drop in translation utilization within particular test sections, the positive mean values in some pairings for both groups show an upsurge in translation usage. According to the statistics, the experimental group may have relied less on translation than the control group as a result of the experimental intervention. To further understand why some parts exhibited higher or lower translation procedure usage and how the experimental strategy influenced students' dependence on translation in comparison to the control group, additional investigation or qualitative insights may be helpful. This data backs up the original theory or evaluation that the group participating in the experiment, who received a different instruction or intervention, relied less on translation when reading passages than the control group.

The second research question aimed to evaluate the impact of using emojis in teaching English as a second language and determine whether this approach had a positive or negative effect on the control and experimental groups, as reflected in their pre- and post-test results. In the control group, pairs 1, 8, and 10 demonstrated significant values. This suggests that specific sections or items within the test showed notable changes or differences from the pretest to the posttest concerning the usage of emojis in teaching. However, it's essential to note that not all pairs in the control group exhibited significant values, indicating that the impact or changes due to the absence of emoji usage might not have been consistent across all sections of the test.

On the other hand, all pairs in the experimental group exhibited significant values, suggesting that there were discernible and consistent changes in all test sections and items on the effect of emojis in instructing English as a second language between the pretest and the posttest. All of these results point to the experimental group experiencing a more noticeable and sustained benefit from the use of emojis in instruction than did the control group. The experimental group's significant results for every pair show that the emoji-based teaching approach had a substantial impact on the test's several dimensions.

Emojis are a great teaching tool for English as a second language, according to the research. After having been exposed to this instructional strategy, the experimental group showed appreciable gains or modifications in their grasp, understanding, or involvement in each of the evaluated portions. This lends credence to the theory or observation that students learning English as a second language benefit from the usage of emojis in their learning process. Subsequent investigation might delve into the reasons behind the notable alterations in particular portions of the control group and examine the effects of emojis' presence or absence on the way students learn and perform in those particular areas in comparison to the consistent effects noted in the experimental group.

The results determine the positive effect of using emojis in teaching English as a second language. Participants' reliance on translation decreased significantly as a result of this integration when they

were reading comprehension passages. Additionally, pupils demonstrated increased interest in reading comprehension when taught using the novel emoji technique. The feedback from teachers was very favorable, with many expressing great enthusiasm and a strong desire to include emojis in their teaching methods. Furthermore, educators proposed that, according to their professional assessments, the best place for emojis in instruction is mostly in the most basic or elementary grades of education.

#### **4.4 Hypothesis Testing**

The hypothesis of the paper was to investigate the impact of emoji on students in the educational sector of Lahore, Pakistan at elementary level especially in the learning of English as a second language through readings skills to avoid translation also, to identify the effect of using Emoji in the learning of English as second language. Hypothesis of the study is accepted because Sig (2-tailed) is less than the significant value  $p < 0.05$ .

#### **4.5 Qualitative Findings**

NVivo was used for thematic analysis of interview data gathered from a group of three teachers (Dhakal, 2022). The objective was to gather information about the opinions of educators on the use of emojis in the classroom. The results that followed, which came from the aforementioned interviews, are shown in the table below:

**Table 4.6: Feedback of Teachers**

<b>Sr. No</b>	<b>Questions</b>	<b>Teacher 1</b>	<b>Teacher 2</b>	<b>Teacher 3</b>
<b>1</b>	Could teaching through emoji help students avoid translation of literary texts?	Agreed	Agreed on primary or elementary level students Disagreed on higher level students	Disagreed
<b>2</b>	Will you prefer emoji's to be part of your academic teaching in future?	Agreed	Agreed	Disagreed
<b>3</b>	What is the impact of using emoji on students learning?	Disagreed	Agreed	Agreed

#### **4.6 Qualitative Analysis**

The results show that there are significant advantages for students when emojis are included in reading comprehension instruction. Pupils demonstrated improved performance as well as significant gains in their capacity for reading comprehension. In particular, they demonstrated progress in resolving issues with skimming, scanning, and drawing conclusions. Emojis also

significantly reduced students' reluctance to pronounce words aloud, creating a more assured learning atmosphere. It highlighted three positive features:

- i) Emoji proved to be a replacement for translation.
- ii) Emoji helped them to build a better understanding of the text.
- iii) Emojis is a suitable approach for students of primary and elementary level.

Emojis have effectively replaced traditional translation techniques, which was one of the key results. This change made a big impact on the classroom's transition into a space where the students themselves took center stage. Emojis were used to make reading more than just a utilitarian task; it also became creative, participatory, and comfortable for the learner.

The favorable qualities that the study emphasized the many benefits of using emojis in reading comprehension instruction. First, emojis provided a workable alternative to translation techniques, allowing for a more engaging and intelligible educational experience. Second, pupils were able to comprehend textual information more deeply and nuancedly because of the use of emojis. Finally, the study highlighted how appropriate it is to use emojis with primary and elementary school pupils in particular, indicating that it is in line with their developmental stage and learning needs.

## **5. Discussion and Conclusion**

The study's numerous advantages support the emerging, promising practice of integrating emojis into reading comprehension instruction. The results demonstrated the transformational power of using emojis in learning environments by highlighting considerable gains in students' comprehension of text abilities. The findings showed that pupils made significant progress in their comprehension of what they were reading. Jacob (2020) said that emojis are popular because, although they are not a language per se, they rival words by providing a deeper level of meaning and bridging the gaps in communication that come from gestures in real space. They overcame difficulties with scanning, skimming, and drawing conclusions, demonstrating a deeper interaction with the material. This improvement shows that students were able to decode and understand the significance and content of the paragraphs more successfully because of the visual signals that emojis offered. Emoji and gesture also have a "universal" meaning since they both transcend barriers that words cannot, enabling change and bringing people from all over the world together through symbols (Jacob, 2020). Emojis have successfully replaced traditional translation techniques, which is an amazing accomplishment. Learners were able to grasp the content in a more comprehensive and relevant way by doing away with the need for translation. This change is essential because it creates a classroom that is more welcoming and encourages students to become more involved with the content, particularly in multilingual classes.

Examining the control and experimental groups quantitatively revealed different patterns in the effects of using emojis in reading comprehension instruction. Without receiving emoji-based training, the control group showed fluctuations in their translation usage, showing rises and declines in different combinations. This suggests that this group's reliance on translation is not consistently impacted. On the other hand, the experimental group showed more consistent changes, indicating a significant drop in the use of translation in several pairs. These consistent declines demonstrate how emojis may take the place of conventional translation methods and emphasize how effective the emoji-based approach is in lowering students' reliance on translation. According to (Kukreti and Patel, 2020), emojis serve as a projected object for users as a substitute for linguistic tools; they are useful when words are insufficient. Additionally, the experimental group's

notable improvement in using emojis in every pair of assignments points to a widespread benefit for students' comprehension and engagement. This bolsters the claim that emojis improve comprehension and provide a more engaging, dynamic learning environment.

The analysis of instructor interviews qualitatively identified a number of interesting trends. Teachers who have used emojis in their lessons have been enthusiastic and provided favorable feedback. They emphasized how the use of emojis promoted a student-centered atmosphere, boosting engagement and improving understanding among the pupils. The qualitative information corroborated the quantitative results, highlighting how well emojis have replaced translation and how appropriate they are—especially for pupils in basic and elementary school. Teachers also praised the creative and useful use of emojis, noting that it addressed problems with word pronunciation hesitancy, drawing conclusions, and textual analysis in addition to enhancing reading comprehension.

The merging of quantitative and qualitative data emphasizes how important it is to include emojis in reading comprehension education. Qualitative insights clarify the experiential and pedagogical components, while quantitative data quantifies the influence; these insights validate the favorable outcomes seen in the experimental group. Together, these results support the wider use of emoji-based teaching strategies by highlighting their capacity to improve understanding, lower language barriers, and provide engaging, learner-centered classroom environments. According to the study by Jorshe (2023), emojis are a highly useful tool for facilitating communication among respondents. Their regular use of emojis lends evidence to their efficacy.

The present research paper had conceivably filled the gap in the literature. The results of the study demonstrated that teaching reading comprehension through emojis is very useful. The findings of this paper agreed with previous researchers that the utilization of emoji is an additional teaching apparatus for teachers and urge learners to take part in reading and writing tasks to improve their proficiency level. Thus, teachers should utilize emojis in their teaching lessons to make teaching more effective and easier. Algharabali and Taqi (2018) found that the use of emoji should be well incorporated in college related topics and online commutation. The results highlight the effectiveness of emojis in reading comprehension instruction, providing a fresh and creative method that improves students' educational experiences. Emoji integration promotes better understanding and creates a more welcoming and interesting learning environment.

Based on the findings of the present research, the researcher recommends that subsequent studies may investigate the precise processes by which emojis facilitate understanding and examine their suitability for use across a range of age groups and educational environments. Furthermore, examining this method's durability and long-term impacts might provide important new perspectives on how it will continue to influence students' language learning and comprehension skills.

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