A CRITICAL DISCOURSE ANALYSIS OF SOCIAL MEDIA BULLYING BETWEEN FEMALE- FEMALE IRAQI UNIVERSITY STUDENTS

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Abstract

The current research investigates the phenomena of online verbal bullying in social media performed by Iraqi students at the University of Mosul at the first level. Who used the informal Arabic language.Verbal bullying has been extensively investigated, yet from a linguistic perspective has not been given due interest in the Iraqi context before at the university institution.The common expressions used by female-female students that have not been linguistically, or socially analyzed at least. To address this, gap the study employs a critical discourse analysis approach to analyze the content messages to identify the common expression of verbal bullying delivered by female bullies against the female target. The data were collected from the official students' chat in the forms of screenshots and messages Several research questions are sought to discover the linguistic realization of bullying and whether these types of bullying expressions are frequently used by female student groups in Telegram chat. Certain hypotheses are raised such as the most frequent expressions used in bullying refer to physical traits, gossiping, cursing, slander, and sarcasm bullying expressions. Various results were gained and approved the hypothesis raised.The outcomes of this research provide valuable insights into the linguistic aspects of social media bullying among Iraqi university students, contributing to a more comprehensive understanding of this prevalent issue within the cultural and educational context in Iraq.

*Keywords:*Online verbal bullying, gossiping, telegram chat, expressions, cursing.

1.1. Introduction

To bully means to treat someone in a cruel, insulting, threatening, or aggressive manner. It refers to a systematic abuse of power. The degree of what constitutes abuse will rely on the social and cultural contexts. Bullying can involve many types of behaviors which include verbal, nonverbal, physical, social, online, and psychological bullying. Bullying is as old as humanity, it is a social problem. Almost everyone may have been bullied at one time or another, at homes, schools, and workplaces. This behavior has affected society as a whole to the extent that one can no longer find safe places to hide away.According to Olweus (1993, p. 9). Bullying requires a relationship with an imbalance of power, which occurs when someone is exposed repeatedly to aggressive

actions. These actions are possible to be performed verbally, for instance, by insulting, threatening, mocking, cursing, or hostilenickname expressions. Besides, it is possible to perform them physically by hitting, pushing, or warning someone.

In recent times, social media bullying has become a prevalent issue in educational settings, affecting both schools and universities. Similar to traditional bullying i.e.Face to face bullying, online bullying involves a purposeful effort to harm users by transmitting messages and images electronically, dependably directly toward the targets over an extended period. Thus, within the realm of social media which can be considered as a weapon to manipulate a target, it enables the bully students to abuse the platform users to engage in various harmful forms against groups or targetstomarginalize them. (Kyriacou and Zuin, 2016, p.34).

The current study focuses on addressing the problem of bullying within a college of Basic Education at Mosul University, with a particular emphasis on first-year students in the English Department.The study's participants comprised 99 female students aged around (18 and 21) years old, and it was conducted discreetly, meaning that the student groups were not aware of the subject under investigation. The research took place in the online university setting College of Basic Education at Mosul University in Iraq, during the academic year (2022- 2023)

1.2. Statement of the Problem

Universities serve as more than just educational institutions where students acquire knowledge. They play a crucial role in facilitating students' social interactions, both within their age groups and across genders. This is why universities are significant in enhancing students' competencies and fostering social relationships, preparing them for the challenges of real-life social interactions. In addition, students engage in various activities in the university environment, such as learning, socializing, playing, chatting with friends, sharing, and supporting each other. Through these interactions, they influence and are influenced by their peers. Moreover, as technology has advanced, bullying has shifted to the online realm, particularly on social media platforms. This transition has turned bullying into a pressing mental health issue with severe social and psychological consequences. However, a significant gap still exists in exploring bullying specifically within the context of universities, especially through social media channels. While there has been extensive attention directed towards bullying in schools and workplaces, the phenomenon of bullying within university settings remains under-researched and requires further investigation, precisely through social media. The current study aims to analyze the content discourse through interactions among university students in Iraq to cover such phenomena, with a particular focus on social media platforms such as Telegram. Furthermore, the primary goal of this study is to investigate the nature of bullying within the university context, with a specific focus on the use of offensive language among female students throughengaging in messages that include bullying language.

The rationale for the selection of university students was their exposure and interactions leading to conflicts., there has been limited research on bullying as a social phenomenon, despite its increasing prevalence online in Iraq universities. Besides, the potential to address this issue, as bullying can significantly affect students' academic performance, both in the short and long term. Bullying creates a common sense of fear and insecurity among its targets, making it difficult for them to concentrate on their academic success.

1.3. The Aims

 The present study attempts to examinethe following

1. Defining the notion of bullying.

2. The common expressions of bullying that are used by female students at university through communication in social media.

1.4. Hypothesis
The present study hypothesizes that the most frequent expressions of bullying used by female students refer to physical traits, gossiping, cursing, slander, and sarcasm expressions.
2. Theoretical Background

2.1.Introduction

Over the past few decades, there has been a notable increase in the focus on addressing the issue of bullying across a wide range of contexts, including educational institutions, workplaces, and even within families. This heightened awareness has led to a growing body of research dedicated to understanding and combating bullying, with a particular emphasis on educational settings (Harris and Petrie, 2003, p.1-2). According to Koo (2007, p.107-116), the earliest comprehensive academic work on bullying was conducted by Burk in 1897. However, after Burk's pioneering research, there was a significant gap in research on bullying until subsequent efforts began to explore deeper into the field of bullying starting in the 1970s and continuing up to 2013. This period witnessed significant developments in the definition and understanding of bullying. In the 1970s, specifically in Scandinavia, studies were published that played a vital role in reshaping the academic discourse on bullying in school settings. Research conducted and published in Scandinavia during this period had a significant impact on refreshing academic discussions surrounding bullying in school environments. In the 1970s, Pikes (1975, p. 1-12) and Olweus (1978) began to focus their attention on topics related to bullying, particularly behavior that occurs between students. The initial studies in Scandinavia also introduced the term mobbing which referred to the harassment of an individual by multiple individuals, highlighting the emergence of patterns in bullying behavior. (Cited in Koo, 2007, p. 109)

2.2.Bullying: Definitions

Over time, there has been an evolution in understanding the concept of bullying, as well as the types of behaviors and actions that fall under the definition of bullying. In 1978, Olweus conducted a comprehensive study on childhood bullying titled *Aggression in the Schools: Bullies and Whipping Boys*. This study is widely recognized as a pioneering scientific investigation into bullying. He defines bullying as hearted, repetitive aggressive behavior that continues over a period and comprises an inequity in power or strength between the attacker person and the targets involved. Furthermore, he defined bullying as "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, 1999, p.10). This development has allowed individuals to recognize a broader range of behaviors and actions as forms of bullying, leading to a clearer comprehensively on the issue. (Smith and Sharp,1994,p. 2)

Mishna (2003,p.336), defined bullying as a form of aggression that primarily occurs within peer group settings and is characterized by the absence of a power imbalance between the aggressor and the target.. The aggressor expects personal gains from their aggressive behavior. According to Smith et al. (2008,p.367), On the other hand, the World Health Organization (WHO), (2010, p.403) offers a more comprehensive perspective on bullying, defining it as a complex form of abuse that is frequently observed in educational institutions and workplace settings. This form of aggression covers a wide range of behaviors, including teasing, name-calling, ridicule, threats, harassment, taunting, social isolation, and the spreading of rumors. Languors (2012,p.288) introduces a new form of bullying that occurs on social media platforms. This type of bullying uses information and communication technologies (ICTs) to participate in a sequence of activities, as witnessed in direct online bullying, or a single action, as seen in indirect online bullying. The primary intent behind these actions is to inflict harm upon another individual, namely the target, who may find it challenging to defend themselves. This highlights the evolving nature of bullying in the digital age and the various ways it can manifest. Finally, This definition underscores the diverse nature of Hana et al. (2017,p.6) define bullying as a major issue in academic settings generally. Their research proved that bullying harms academic performance, with females being more affected by bullying than males. Bullying behaviors and their presence in various social contexts.

In summary, bullying is an aggressive harmful discourse verbal or nonverbal used by individuals to degrade or impose power upon another person for personal needs.

3.Methodology
The present study adopted qualitative methods in clarifying, assessing, and exploring how bullying is linguistically realized with a specific focus on the language employed by bullies within the community of Iraqi university students on social media, particularly in the Telegram platform.

3.1 The population

The present study comprises from female first-year students enrolled in the Department of English at the University of Mosul during the academic year 2022-2023. The entire population consists of (99) students who are part of an official group on the Telegram application.

3.2.The sample

As the researcher had taught the sample in the first stage, it seemed to be clear that they were similar to some extent in their level of education but differed in age and cultural background. Furthermore, the rationale for choosing the students at this level because that they might not yet be fully familiar with the college's rules and guidelines as they have transitioned from secondary school. Moreover, the students already have an idea about the concept of bullying. The sample was (99)female students involved in five interactions on different topics, each interaction included several messages. The students' ages fall within the range of (18 to 21) years old, involved in interactions through social media platforms, in Telegram

3.3. The Models Adopted

The study adopted an eclectic model, based on three models, Fairclough's (1989) discourse as a social practice model, Searle's speech acts theory (llicationary, illocutionary, and per -lectionary acts) of speech acts (1969), and the escalation stages of conflictive talk, by Leung (2002). These models were adopted because they were thought to be appropriate to the problem under investigation. These models can be used in dealing with the social problem of bullying via critical discourse analysis (CDA) models. Together, they can help in understanding and analyzing the phenomenon of bullying in social media, specifically within the Telegram application, and identifying the common forms of bullying that are commonly used by female bullying students; furthermore discovering some strategies that are used by the bully student to harm the target female student.

3.4. Data Collection

The selected data was based on the respondents' chats in the form of screenshots from the Telegram application, written in slang Arabic language style by the students in social media. The analytic data, about 5 samples, each one comprised of several messages about (24 messages), the samples were distributed intogender interactions i.e. Female vi's female (F-F) to investigate the common expressions of bullying used by female students at the university through social media.

4.The Scope of the Study

The study is limitedto addressing the issue of the phenomena of bullying specifically written,and verbal bullying, at one college in one city during the academic year 2022-2023. Usingone social device (Telegram application,) as an educational setting where students interact with each other.

5. Data Analysis and Discussion of the Results

Sample one:

The following example represents an interaction among two female students who bully a female student about her bad behavior toward their teacher one bystander student who tries to

calm down the interaction and one female student who is the target. They used various types of bullying expressions against the female students.

The following are thetranscription and the translation of the content interactionbetween Female and female students in social media. (FS1 refers to the first female,FS2 the second female, and FS3 the third female students, they represent the active bystander students who play the role of bullying persons while FSX represents the target female student who talked about the teacher in a bad way.

FS1: /hana:di: wiyya:kumbəlʃu'bah/
FS1: Is Hanadi your classmate?
FS2: /i:/
FS2: Yes.
FS1: bi:ha: ʃi://yo:miyyahtət'a:rakwiyyaahhad .. bənət lo: walad/
FS1: Is she normal? She always makes trouble with others..She behaves like boys, not likegirls.
FS2: /ma: tabi:'yyah ma: aleikibi:ha:/
FS2: She is abnormal, give her a cold shoulder.
FS1: /alla:hyʃa:fi:ha://ma:ku ʃi: bas hana:di: həʧ∧tala: sta:ðahmad//bas sta:ðahmadyhibytfayyakmarra:t/
FS1: I hope she speeds recovery. Nothing, Hanadi talked shit about Mr. Ahmad 😁🙈She said: "Mr. Ahmad likes showing sometimes.
FS2: /samatadahranwanataqakufran//mnu: ha:ða haʃʃəklqa:l/
FS1 :/ hana:di/
FS1 :Hanadi
FS2: : /ma: ysi:r/
FS2:Bullshit! What a shame!
FS1: /kala:mikkullusahwkaða bas ha:yhana:di/
FS1: Well said! But, it is Hanadi.
FS3: /eibbana:thalhaʧi: Ɵmanmi:trisa:lahhana:dititfa:hamwiyyalusta: /ðwla:zimtintabhi:nala: tari:qathaʧi:humwiyyalbaqiyyahIldikto: /r wiltulla:bkulhumdeiʃu:fu:nilmuha:daƟa:t/
FS3: Shame on you girls to say such shit. 800 messages!Hanadi is to discuss the matter with the teacher.You should be aware of the manner of their speech with others The doctor and the students are all watching the chat interaction.
FS2: /mahhaddhidditʃeibhalhaʧi: kullah/
FS2: No one is against you. Shame on you to talk such shit.
FS1: /inti: ilsahwhnailghalta:ni:nsiddi: ilmawdhu:' a:d/.
FS1: You are right and all of us are wrong. Enough!
FS2: /leiʃ mfakrahalgru:bbeitiʧ/Afaaleiʧkeiti: tihʧi:nala: sta:ðahmadwhuwwa dais bsa:tiʧ/

FS2: Do you think that this group is yours?!I feel sorry for your behavior, my sister! How dare you talk shit about Mr. Ahmad as long as he is your guest.

FS3: /bilghalatya:bahitʃatwra:htitfa:hamwiyyalista:ðghadaTama:m/ / fasiddu: ilsa:lfahha:yhiyya/ /wana: agu:l leiʃ sta:ðahmadyhibkumlhaddaradʒatila'tuintu: ma: tiqbalu:naleihbZallahhatta: lo: bilkhata'/

FS3: It is not intended; she said that and she will discuss the matter with the teachertomorrow, ok?So, enough, please. It is enough. Now I know why Mr. Ahmad loves you too much; you don't accept anything bad about him even if it is said by mistake.

FS2: /bilghalathitʃat 'a:di: kulnanighlat bas ya: reit lo: titaddab ʃwayyahwtihtirimwdʒu:dahbilgru:bwitbattililalfa:dhha:yma:lhawiltadʒa:wizatala: ilra:yihwildʒaywtaqli:lha min ilna:swhatta: ilusta:ðeib/

FS2: OK, she said that by mistake and unintendedly, no one is perfect, all of us can make mistakes. But, I hope she behaves a bit politely and respect his presence in the group and stops saying such shit and insulations against this and that and backbiting (belittling) people and even the teacher. It is bare-faced behavior. 🙁

FSX: /so:ri: so:ri: so:ri:/

FSX: Sorry! Sorry! Sorry!

FS3: /bas hana:di: khalleihumwba'deinru:hi: wiyyasta:ðtfa:hami,Hummama:lhumdakhiltama:m/

FS3: OK, Hanadi, it is enough. Leave them later. Then, go to the teacher and apologize to him. They had no hand in this, right?

FSX: /so so:ri:/

FSX: So sorry!

FS1: /lilsəbəhdizzi: ma: yfi:d/

FS1: Whatever you do, it is senseless!

FSX:/wat to: now/

FSX: What to do now, please?

FS2: /highland: ilmawdhu:' bas/

FS2: Common, leave it, enough!

FS1: /ari:dsala:mtitʃwkhru:dʒitʃ min ilgru:b/

FS1: I need nothing, just leave the group.

FS2: /hatta: ildhabi' ma: ytdʒarra' yihtʃi: hi:tʃalusta:ðahmad/

FS2: No one dares say such shit against Mr. Ahmad

FS1: /huwwaqismilingli:zi: hi:tʃsa:yryiqbalhayyalla min ka:n/

FS1: Nowadays, Department of English accepts students randomly

According to Fairclough's model 1989,the analysis falls into three dimensions: textual,discourse practice, and social practice to identify bullying expressions used by female students against each other.

Textual level includes vocabulary level represented by usingseveral types of derogatory vocabulary, and critical terms of the female students as in (/ytfayyak /likes showing (/ma:

tabi:'Yahoo /abnormal, talked shit, /ma: ysi:r/ how dare you, eib / shame on you, and (such shit).These expressions reflecta negative and provocative atmosphere, implying disapproval and critical judgments.

At grammar and syntax levels the user's language in the interaction uses direct and indirect comments, they used a combination of declarative as in (Whatever you do, it is senseless! and FS1 used interrogatively as in FS1(/hana:di: wiyya:kumbəlʃu'bah/Is Hanadi your classmate?, also heused imperatively as a command sentence /bas hana: di: khalleihumwba'deinru:hi: wiyya site:ð tofu: Hami/ Ok, MSX, it is enough. Leave them later, Then, go to the teacher and apologize to him. They had no hand in this, right?) hummama:lhumdakhilTama:m/, /ighlaqi: ilmawdhu:' bas/leave it, enough),interrogative sentences(/hana: di: wiyya:kumbəlʃu'bah/ Is Hanadi your classmate? , /bi:ha: ʃi:/ Is she normal? , /menu: ha:ða haʃʃəkl a:l/Who said this? , /leiʃ mfakrahalgru:b beitiʃ /Do you think that this group is yours?!)

The interaction reflects clear cohesion and coherence, and asmooth transition from one exchange to another by using pronouns and conjunction with the whole interaction about one theme. The female students used verbal bullying to reflect disapproval against the female student who talked badly against their teacher.

At the pragmatic level, the interaction includes various cases of bullying expressions, which include derogatory terms and judgments about female negative behavior. Shaming and emotional bullying language, such as (shame on you, and how dare you, abnormal girl).

In summary, the interaction reflects a range of vocabulary, grammar, syntax, cohesion, and pragmatic elements that include offensive and bullying expressions. These expressions give to unreceptive, provocative, and judgmental tone within the exchange. The use of derogatory language and shaming tactics is particularly indicative of bullying expressions.

In discourse practice, the interaction contains the following analysis about verbal bullying used by the female group. The female students used derogatory language to describe FSX's behavior, such as calling her (/ma: tabi:'jjah ma: /abnormal), this form of verbal bullying was aimed at belittling and stigmatizing FSX.

Furthermore, some bystanders female students shame and blame Hanadi for her action against their teacher, asserting (/ eibma: jsi:r/shame on you) abouther behavior, this expression (Shaming) is a common tactic in bullying to make the bully person feel guilty or inferior. Also, the female student's bystanders have used somephrases such as (/afaaleiʃ /how dare you and,/ Yu: Shakti: La site:ð Ahmad/ you talk shit about Mr Ahmad mad). Another expression to isolate Hanadi (/ma: aleikiI:ha:/ a cold shoulder) and the statement "leave them" can be seen as attempts to isolate or ignore Hanadi. The interaction reflects another type of verbal bullying; the female students engage in backbiting by discussing FSX's behavior behind her back.

As in the expectation that everyone should conform to a particular viewpoint, as FS2(I hope she behaves a bit politely and respects his presence)

In summary, the interaction shows various bullying behaviors, including insults, shaming, intimidation, isolation, bystander assassination, social pressure, and moral judgment. These

behaviors collectively contribute to a hostile and bullying discourse practice within the exchange.

At the social practice level, which focuses on ideology, power, and identity, to identify elements of bullying.The power dynamics are obvious in the interaction through the authority of Mr. Ahmad, and the students who express disagreements or criticisms towards the female student who gossips Mr.Ahmad, as in (/bas site:ð Ahmad jhibjtfajjakmarra:t/ Mr. Ahmad likes showing-off sometimes), as seen in phrases like (F2: how dare you), and (no one dares say such shit against Mr. Ahmad). This exercise of power through provocation and quieting is a form of bullying, (bas you: reitlow: titaddab ∫wayyahwtihtirimwdʒu:dah bilgru:b witbattililalfa: dh ha:y a: la wiltadʒa:wizatala: ilra:yihwildʒaywtaqli:ha min ilna:s waste: ilusta:ð   eib/ just if she behaves a bit politely and respects his presence in the group and stop saying such shit and insulations against this and that and backbiting (belittling) people and even the teacher). /Ari:d sale:mtitʃwkhru:dʒitʃ min ilgru:b/I need nothing, just leave the group). As shown in this interaction, the identity of FSX is stigmatized and labeled as (abnormal) based on her behavior. Stigmatization is a form of bullying that targets an individual's identity, also, FSX is stressed to obey to the group's comments, as in (I hope she behaves a bit politely).

The groupshows the female students when they state that no one should dare criticize Mr. Ahmad. This contributes to a culture where differing opinions are suppressed and is a form of bullying through the use of authority. Furthermore, the interaction supports traditional gender norms, and FSX's behavior is not acceptable it is problematic because it does not support gender beliefs. This reinforcement of gender norms is a form of bullying, as it pressures individuals to conform to societal expectations.

In summary, the interaction is characterized by an ideology that highlights respect for authority figures and conformity to traditional gender customs. Power dynamics, oppression, and the stigmatization of non-conforming behavior contribute to bullying within the social practice, particularly when individuals challenge these norms and power structures.

To analyze the interaction according to Searle's theory of speech acts (1972), which includes illocutionary, illocutionary, and perlocutionary acts, to identify elements of bullying.
Inlocutionary acts, the actual words and expressions used in the interaction are represented by derogatory language, critical language, and emotional language, which reflect bullying behavior. For example, FS1 and FS2 make assertive statements by discussing FSX's behavior, stating that (she always makes trouble with others) and describing her as (abnormal, talking shit). These assertive statements contain derogatory and judgmental language that reflects FSX's behavior in a negative and belittling way. The female bystander students use emotional language (shame on you and how dare you) to reflect strong disapproval and emotional power.

Illocutionary acts reflect the intentions of the speaker expressed by the utterances. In the interaction above, some illocutionary acts associated with bullying can be identified. The female students (FS1 and FS2) insult demeaning and belittling FSX by using bullying expressions such as (abnormal and talked shit). The Phrases (shame on you) are illocutionary acts intended to shame and blame her, also, the comments (how dare you and no one dares say such shit) are

illocutionary acts aimed at threatening FSX and silencing her or others with objecting opinions as in FS1(/bas Hana: di: khalleihumwba'deinru:hi: wiyya site:ð tofu:hamihummama:lhumdakhilTama:m/ Ok, Hanadi, it is enough. Leave them later. Then, go to the teacher and apologize to him. They had no hand in this, right?) And FS2's statement, (She is abnormal, give her a cold shoulder) can be seen as a direct. It encourages others to exclude her by giving her the cold shoulder. This directive aims to isolate and exclude her, which is a form of bullying. Thus, this interaction involves expressive acts used to express feelings, emotions, disapproval, blame, and shaming, for example (shame on you and how dare you). These expressions are emotionally indicted and contribute to a bullying atmosphere.

The perlocutionary act refers to the effects or reactions that the words produce by the bully person. Some humiliated, insulted, derogatory language, and judgments comments were produced against the female student FSX which make her feel upset and sorry as in (/so:ri: so:ri: so:ri:/ Sorry! Sorry! Sorry! 😭😭😭) the emoji forms and the picture reflects her regret. (So sorry!What to do now, please?)

In summary, the interaction involves illocutionary acts that include derogatory and emotional language, illocutionary acts such as insults, shaming, and intimidation, and perlocutionary acts that may result in negative emotional and social effects. These elements collectively contribute to raising the bullying among the students.

Lunge's 2002 model, is often used to identify the stages of bullying through initiation, escalation, and resolution stages.

The initiation stage usually involves the beginning of a conflict or bullying situation. The initiation stage can be identified through the initial comments about FSX's behavior. For instance, FS1's comment, (Is she normal?) Functions as the initiation of the interaction about FSX.

The escalation stage involves the increase of the conflict or bullying behavior. It is marked through the escalating use of derogatory language and emotional language, i.e. The interaction progresses, the language becomes more critical and emotionally accused. Also, it involves the continuation of bullying or conflict over time and is characterized by the persistence of derogatory comments and the reinforcement of negative judgments about FSX's behavior produced by the bystander's female students.

The resolution or termination stage typically includes attempts to address or resolve the encounter. In this exchange, there are some indications of a resolute attempt, such as FS3's comment about FSX discussing the matter with the teacher. However, it's important to note that the resolution attempts may not be entirely effective, and the conflict could persist.

Overall, the interactive exhibits stages of bullying, including initiation, and escalation, and the resolution stage is mentioned but may not lead to a complete resolution of the conflict. The use of derogatory language, emotional language, and critical judgments throughout the interaction reflects the development of bullying behavior.

Table 2 presents the frequency and percentage of responses for eachtype of bullying among female studentsand the total messages which are written by (99) female students through their interactions about (24) messages.

Table (1): Frequency and Percentage of Verbal Bullying Categories: Female – Female students Interaction in Social Media.

Bullying categories	InteractionFrequency	Total percentage
Insulting	1	4.166%
Sarcasm	5	20.833%
Cursing	5	20.833%
Gossiping	4	16.666%
Slander	3	12.5%
Hostile Nickname	2	8.333%
Swearing	0	0.00%
Degrade	5	20.833%
Scaring	0	0.00%
Tropes	2	8.333%
Negative Warning	0	0.00%
Provokes	2	8.333%
Negative Advising	0	0.00%
Total frequency	29	100.00%
Total Percentage		

The results show various frequencies and percentages for each type of bullying among the group of female university students interacting with each other on social media in the Telegram application. The firsthighest score percentage related to the following types:Sarcasm,cursing,and degradeabout (20.833) percentage from the total among the other types of bullying.

The use of sarcasm bullying in the interaction among the female group can be affected by several factors such as personality, the linguistics items type and styles, context, and the nature and distance of the relationships between the bully student and the target.Sarcasm is often used as a form of humor or joke. Students may engage with sarcasm as a way to make exchanges more engaging or aim to harm the target.Sarcasm might be culturally accepted as a form of communication, toconvince the group by negative norms to establish it or to shareunderstanding within the group.

It also can be used as a coping device for tension or embarrassment Consequently, navigates sensitive behavior in various topics or expresses frustration and self-esteem indirectly. This type of bullying functions to create a social hierarchy or assert a sort of dominance within a group. In

addition, female students use sarcasm to express superiority. The receiver of this type may be misinterpreted, leading to conflicts or misunderstandings among female students. What one person perceives as sarcasm, another might interpret may not.

The use of cursing or oath expressions directed at a precise person, also, it is known as verbal abuse, is a form of aggressive communication that can be hurtful and damaging. It's important to note that the motivations behind such behavior can be complex and individualized. The table shows the percentage of about (7.56%) percentage from the total score, used by the bully female student to belittle the target female. Using cursing or language, specifically, when the bully female directed her speech at a specific target (female target) such behavior is unacceptable and can be harmful among students. Cursing might be used as a way to express strong emotions such as anger, frustration, or bitterness. Students use aggressive comments as productive ways to communicate their negative feelings with female students. Thus, cursing expressions serve to get out their emotions, even if it's directed at others. In certain social contexts, using offensive language be normalized or perceived as a way to gain social status or dominance. Students used such language to assert power and control. Cursing can be a tool for asserting power and control over others. It is considered an attempt to scare or belittle the target, reinforcing a perceived sense of dominance.

The female student's used of degrading language against another female is a harmful behavior that can have negative consequences on the targets' well-being and the overall climate of a community. Degrading language can be used as a way to assert power and control over the target. The aggressor believes that using belittling language is a means of dominating or scaring the other person. Furthermore, the bully female adopts such behavior to gain acceptance or agreement from their peers to maintain social hierarchies. Degrading the target student serves as a way for them to deflect attention from their exposures. Using this type of bullying may be done without consideration for the negative effect on the feelings of the target.

The second highest percentage related to gossiping type about(16.666%) percentage is the total among the other types of bullying delivered by the female student as the bully person towards the female students as the target. It is regarded as a technique used by female students to begin interaction within a group, for instance, sharing personal information, negative attitudes towards each other, or posting pictures to affect societal relations. Besides using such type of bullying is used to affect the reputation and the statusof the other female students.Sometimes students use gossiping to harm or offend each other by spreading fake news. Furthermore, sharing information or views can be a way of challenging social norms and seeking encouragement from others. On some issues, gossiping might be a way for students to raise conflicts indirectly. They may use gossip as a way to communicate their feelings or frustrations without mentioning the person directly.

The third high percentage related to Slander about (12.5%)ofthe total percentage. Using slanderouslanguage by the bully female student can be a way to assert power and control over the target female. By posting fake information to gain attention, andto dominate or control the female target. Engaging in slanderous behavior may attract attention from peers, even if it is

negative attention. Using slander against a female target is a form of harmful behavior that can have serious emotional and psychological consequences. Jealousy or envy plays an essential role in admitting such negative bullying which stems from feelings about them. Thus, slander is a way to damage the target's reputation. Also, the earlier conflicts or disagreements between the female bully and the target female may escalate into slander comments. The aggressor may use negative tactics to get revenge or seek to be popular among the group.

6. Conclusion

Depending on the rustles and findings which are based on frequency percentagesgained from the samples' interactions. The analysis reveals the following are the major conclusions based on the hypotheses of the current study: the common forms of bullying aregossiping, slander, sarcasm, andcursing areused by female students via interactions, while the other types are quiet such as swearing, scaring, insulting.

7. Recommendations for Preventing Bullying

Addressing social media bullying among university students needs effective therapy such as:

1. Promoting respectful communication, empathy, and understanding among students is essential for fostering a healthy and inclusive learning environment.

2. Teachers, administrators, and parents play a significant role in shaping the behavior and attitudes of students, helping to create a culture of respect and tolerance.

8. Suggestions for Further Research

The issue of verbal bullying on social media has widelyspread among students at universities, and because of its negative influence on the student's performance and their relationships. Thus, the following are suggestions for further research:

1. The current study deals with verbal bullying among university students on social media, focusing on the first year inthe English department. It is recommended that a study can be done at other levels of education and students.

2. It is suggested that research can be applied at the privet levels at the same level or another levelinthe university community.

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