

Deconstructing Students' Language Identities On X: A Nigerian and Malaysian Case Study For Education

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To cite this article. A. A. Ziden and A. E. Ifedayo, “Deconstructing Students’ Language Identities On X: A Nigerian and Malaysian Case Study For Education,” *Lang. Technol. Soc. Media*, vol. 2, no. 2, pp. 86–103, 2024

DOI: <https://doi.org/10.70211/ltsm.v2i2.99>

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Deconstructing Students' Language Identities On X: A Nigerian and Malaysian Case Study For Education

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Received: 29 August 2024

Revised: 29 October 2024

Accepted: 2 November 2024

Online: 3 November 2024

Abstract

This study investigated students' language deconstruction and identities on X social media technology. The Gen Z's and Big Data are currently in vogue, which affords this research to enquire using a quantitative methodology. Besides, the online data analytics consisting of the number of likes, repost and comments were gathered from the X social media. Nowadays, the social media acts as an online reservoir for internet data that are readily available for use. Learning analytics are records of students' activities based on their engagement on social media. However, the respondents in this study were students randomly selected from a two-world perspective on X, consisting of Malaysian and Nigerian students. A detailed data analysis was conducted using the statistical package for social sciences (SPSS) and the results showed a recent decline of students' engagement in educational discourse using indigenous languages on X. The recent decline was informed by this study's data, which implies an imminent action is required to ensure the indigenous languages are protected from extinction. This study findings are significant to lecturers, policymakers, researchers and Government in ensuring that more language diversity issues are considered in this 21st century. This research likewise addressed the English language (L2) significance in educational discourse with a recommendation for the inclusion of more indigenous language option on X for diversity and equality purpose.

Keywords: Language; Big Data; Social Media; Learning analytics; Nigeria; Malaysia

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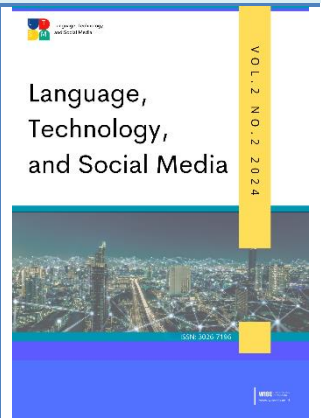
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INTRODUCTION

There is a growing number of endangered indigenous languages around the world. Developing country like Nigeria should encourage locals to relate with one another using customary languages to avoid its extinction. It is high time X technology begins to include more minority languages in their database to allow more students engagement around the world. Besides, Malaysians are proud speakers of their indigenous languages as their school curriculum provides more international outfit for their mother tongue usage. For instance, international students are expected to offer Bahasa Melayu (LKM 100) module as a pre-requisite for graduation as a research student in a Malaysia university. Nigeria case differ as language identities are still localised with minimal opportunities provided for minority dialects growth on the international scene [1], [2], [3].

X as a global technology provides a platform for students to engage equally with minimal difficulty from language barriers. The X technology dictates the way students shape their identities online through different language options. Besides, more language inclusion on technologies promotes equality and diversity in communication [4], [5], [6]. Previous studies had general approach towards addressing the adoption of social media for language deconstruction and identity. For instance, a minimalist approach had downsized the opportunity to investigate gargantuan issues surrounding language deconstruction from a two-world perspective as evident in this enquiry. Likewise, there is existing literature that have recommended for future research to conduct language-based studies on social media from a two-world view [7], [8].

This study is significant to researchers as it reveals the intrigues of language deconstruction and identity on X platform from the Malaysian and Nigerian perspectives. It provides the forum to highlight the imminence of ensuring that minority languages are kept alive in the light of proliferating adoption of social media for educational discourse. In the era of the Gen Z's that are digitally cultured, it is imperative to investigate the significance of X in minority language inclusivity. This study intimate teachers on language deconstruction as it provides research support for teaching and learning. This research is significant to policy makers as it provides an avenue to renew policies to meet the 21st century demands for language inclusion. This enquiry is significant to the Government, as it creates a basis for promoting minority and indigenous languages inclusion on X. This enquiry is significant to school heads, as it provides awareness on the usefulness of indigenous languages within the educational realm [9], [10].

This study is interested in unveiling how X helps in indigenous education conversation. There are online analytics that suggest more X adoption in Malaysia for educational discourses compared to Nigeria University settings. The process of deconstructing identities on X addresses how to identify as certain indigenous ethnic group in an online education related conversation [11], [12]. The act of deconstructing students social network identities centers on the ability to use X for educational discourse [13], [14]. To deconstruct implies reconstruction and reworking of concepts [15]. It entails analyses and breaking down of forms to construct more meaningful sense [16]. It is imperative to probe into how often students deconstruct from L2 to L1 in Malaysian and Nigerian university educational setting based on the recent decline in students' engagement with indigenous languages in educational settings [17]. Deconstructing students' identities on X connotes the realisation that Nigeria and Malaysia are both multicultural [18]. For instance, Nigeria is a multicultural country with three major languages, which are Yoruba, Hausa and Igbo. Other ethnic minority languages are Ebira, Tiv, Bachama, Lunguda and Pire. Likewise, Malaysia has three major

languages like Malay, Chinese and India [19]. Understanding how students deconstruct their social network identities on platforms like X underscores the significant role of cultural and linguistic factors in their digital interactions. To delve deeper into this phenomenon, it is essential to examine how educational curricula, such as those in Malaysia and Nigeria, either support or limit the use of native languages in academic settings

The Malaysia curriculum favour the use of mother tongue, especially Malay is adopted for research writing and other multidisciplinary educational activities in teacher education. The Nigerian counterpart (Malaysia) story differ in terms of the wholehearted adoption of mother tongue for curriculum activities. Notwithstanding, Nigerian universities have language departments where the use of mother tongue is prioritised to meet the curriculum objectives of teaching and learning ethnic related languages [1], [20], [21]. The Malaysian official language favours the use of mother tongue (Malay) compared to Nigerians. Besides, Nigerian Government subscribes to English language as the acceptable parlance for official communication. This Nigerian Government’s decision limits the adoption of mother tongue for educational discourse on X [1], [22]. While examining the influence of a nation's official language on educational discourse reveals the structural preferences for certain languages, it also sets the stage for understanding the inherent biases that arise. These biases manifest when the use of indigenous languages is perceived as unequal or undervalued within educational and social contexts.

Bias is out of context or unjust behaviour from unjust decisions. Bias does not favour equality of terms and decisions. It is a decision taken from a mind that is not critical. Bias in using indigenous languages comes to play whenever students perceive a disuse of their mother tongue for teaching and learning purposes [23]. For instance, Malaysians are not biased in using their mother tongue for education due to their Nation’s approval [24], [25]. It is socially evident in Malaysian bookstores, universities, road side advertisements and mobile applications that Malaysians are highly encouraged to adopt their mother tongue for teaching and learning purposes [26]. Mother tongue helps in explaining difficult and abstract terms [27], [28]. The Malaysian and Nigerian cases are summarised in table 1 as follows.

Table 1. Malaysian and Nigerian Cases

	Malaysian Case	Nigerian Case
1	Malaysians are encouraged to use their mother tongue for educational discourse	Nigerians use of mother tongue for educational discourse is limited
2	Malaysians adopts mother tongue for road side business advertisement	Nigerians rarely introduce mother tongue for roadside business advertisement
3	Malaysians’ curriculum supports the use of mother tongue for educational discourse	Nigerians rarely use mother tongue for curriculum activities
4	Online applications adopt Malaysian language	Online applications rarely adopt Nigerian language
5	Malaysian language is officially accepted for some formal transactions	Nigerian languages are not officially acceptable for formal transactions

The case of students' language identities on X is a trending term as it connotes the use of complexities embodied in euphoria of Malaysian and Nigerian ethno-centric dialogue. Nigerians are shaped by the quest for knowledge and English language is more preferable medium of discourse [29]. English language L2 status in Nigeria creates inequality and disbalance to L1 indigenous language growth [30], [31]. In essence, local and international languages should be juxtaposed for the sake of communicating knowledge [32], [33]. In all fairness the endangered languages would have been of advantage if priority of using it for educational discourse is triggered [34]. Language is powered by technology and presently with the advent of more sophisticated technology English language takes the forefront in communicating activities [35]. Deconstructing from L2 to L1 on X has become a norm confronted with prognosis to synopsis of ideas [4]. Besides, in a democratic era where equality of terms reign, certain equality and discourse needs to be formed to address the inequality in the students X factor case [36]. This implies deconstructing English language dominance and prioritising endangered languages for educational purposes on the internet [7].

The artificial intelligence era coupled with the social networking capabilities of technologies has offered students incredible communication opportunities. Hence, English language has emerged as the language to unite and create a common ground for interaction. Notwithstanding, English language should not connote the only means of pedagogy for students to the disadvantage of developing countries indigenous languages on X [37], [38]. The X application has affordance for an array of languages which is commendable. However, there is further call for more languages to be included to create awareness and more inclusivity of developing countries languages [39].

The indigenous languages must not die as it takes meaning from complex to simple levels and personalise communication of pedagogical knowledge in a universal norm. A praxis of event showcase X as a widely adopted application that is greatly accepted and helping in the growth of English language adoption for educational discourses in developing countries [40]. English language is a widely accepted medium that provides a platform for translanguaging from second language (L2) to first language (L1) [41]. English language is synonymous to civility and online technologies widely affords its integration [42], [43]. For instance, X accommodates English language translanguaging for L2 speakers [44]. Reflecting on modern demands of the present digital era makes English language fit for education discourses on X [45]. However, historically speaking English language pre-dates the global acceptance, when Latin was an international language recognised all over the world [46]. Hence, English language global acceptance was not natural and it was based on prolong colonialism [9]. Analyzing how language identities are constructed and navigated on X highlights the complex interplay between global and local languages. This context naturally leads to the discussion of self-preservation, where the proactive maintenance of indigenous languages becomes essential to prevent their erosion in the face of digital dominance.

Ensuring the classical adoption of indigenous languages on X helps with self-preservation. This study deconstructs high level adoption of English language on X so that indigenous languages could be preserved in online spaces like X [47]. It is self-preserving to do this as everyone is unique in his or her language identities saddled in phonological transformation and linguistic allure of reference [48]. As long as communication is attained there should be no discrimination in the use of someone's indigenous language on X for educational discourse [49]. The stoppage of extinct languages must be triggered to preserve the beauty of developing countries indigenous languages

[50]. The self-realisation of this fact to preserve the essence of indigenous language antiques is a responsibility for the indigenous speakers [51].

The X factor refers to the adoption of X technology for online educational discourse and how it informs the deconstruction of language identities from English to indigenous languages in Nigeria and Malaysia settings. The X technology was formerly known as twitter and it is a social network that affords online discussion through texts, commentaries, pictures, and podcasts [52]. The X is an online space that helps to socialise on the internet [7]. X helps to inform [53]. X helps to educate with latest trending online discussions by adopting hashtag to assist with its visibility [54]. The X factor permits language identities deconstruction by providing language options for user demands [55]. However, there is still limits to the affordance of languages available on X to support minority languages in Nigeria [56]. These languages are Bachama, Epira, Pire, Tiv and Lunguda [57]. Similar problems arise in Malaysian languages where some minority language like Orang Asli appears to be scarce on X [58]. Likewise, there are other minority languages in Malaysia like Iban, and Bajau which are presently excluded from X [59]. Deconstructing English language identities for indigenous languages will make X more appealing to numerous indigenous people around the world [60].

The X is likewise viewed as a media and technology in this study. For instance, as a media X is a channel for media practitioners information broadcast without any restriction. X has become a media channel for linking up with heterogenous information seeking audiences around the globe [61]. The X is a media channel that affords information dissemination in a synchronous (live) and asynchronous (pre-recorded) manner [62]. The X media channel supports different texts in numerous language options [63]. Besides, the X as a technology is an online application with a database that supports information dissemination with more freedom [64]. The X technology affords the democratisation of information technology for the people with more freedom of purpose [65]. The X is a platform that affords the deconstruction of languages with high speed of response based on its digital nature [66]. The X is a media technology that affords developing countries opportunities to grow their indigenous languages to global repute [67]. The X is a media technology that helps to create awareness on the existence of indigenous languages in developing countries. The media and technology channel has the potential of promoting the use of indigenous languages for educational discourses on X [68]. The X as a media and technology has impacted the manner languages are deployed online as it offers translation options from English to other numerous languages [69]. Media posts on X have hashtags with trending notations [70]. The hashtags help with the post visibility on X [71]. Also, the trending notation connote conversations that are currently discussed by numerous people on X [72]. Understanding X as both a media and technology channel illustrates its powerful role in facilitating diverse language interactions and educational discussions. This sets the stage for exploring how English language pedagogy leverages such platforms to reach broader audiences and shape learning experiences in the digital era.

English language is a very popular 21st century medium of communication. English language unites people through effective communication around the world [73]. By implication English language influence students thinking from the socio-cultural perspective [74]. For instance, English language instruction delivery in this modern era has become an online practice characterised with the demands of digital technology skills and reaching out to more learners without physical boundary restriction [75]. While English language pedagogy capitalizes on digital platforms like X to expand educational access and unify diverse learner communities, it also raises

critical questions about linguistic imperialism. This dominance of English often overshadows indigenous languages, reinforcing the need to examine its implications in the context of global digital discourse.

Linguistic imperialism argues against too much dominance of English language as it limits the growth of indigenous languages. The present popularity of English language around the world was argued to be superficially motivated by the British colonial reign, which mandated colonies to adopt English language as a medium of communication. Besides, language identity is the thought of who you are in a society. It is a feeling of someone's existence in a community [76], [77]. However, technologies like X have helped to further propagate linguistic imperialism as some students do not know how to use their indigenous languages for online educational conversations. For instance, X has provided translation mechanisms that only accommodate few indigenous languages in Nigeria and Malaysia like Bachama, Lunguda, Ebira, Tiv, Orang Asli, Bajau, Kadazan-Dusun and Bajau. Language identity is very volatile in this technological and highly sophisticated era of social network like X. Adegbija [78] had envisioned difficulties in the growth of indigenous Nigerian languages in the light of technologies adoption. Previous research shows that English language is synonymous to technology and universal civilisation, which could be tantamount to indigenous languages growth [79], [80], [81]. Phillipson [82] coined the word linguistic imperialism to connote when indigenous people believe English language supersedes everything they do from education, to philosophy and so on. The examination of linguistic imperialism in the era of X underscores the pervasive influence of dominant languages over indigenous ones, highlighting the nuanced challenges faced by multilingual communities. To further contextualize these dynamics, it is essential to explore the underlying conceptual frameworks that inform how language identities are constructed and maintained in digital spaces

This study adopted the constructivist and cognitivist conceptual background to explore student's deconstruction of language on X from the Nigerian and Malaysian perspectives. The constructivist approach posits for a more student-centred learning style. However, the cognitivist approach supports additional brain-based activities on X to allow for more indigenous languages adoption for educational discourse. Cognitivism is a theory that address students cerebral processes [83]. Besides, constructivism is a theory that supports students' active engagement through interactive task [84]. This study contributes uniquely to the field of language identity and social media use in education by focusing on Malaysia and Nigeria, two countries that are culturally and linguistically diverse. Unlike previous research, which often centers on single cultural perspectives or countries with dominant languages, this study explores dual-world perspectives, offering new insights into how digital platforms like X enable students from both regions to maintain their native languages while also participating in English as an academic lingua franca. This research fills a significant gap in the literature regarding the role of local languages in social media-based educational discussions, particularly in developing nations. By analyzing student activity data on X, this study uncovers engagement patterns in local language use for academic purposes and underscores the potential risk of language extinction due to inadequate digital support for minority languages.

Moreover, the study has implications for digital platform developers and educational policymakers, advocating for the creation of more inclusive features that support minority languages. The findings aim to inspire new social media functionalities that promote language diversity and encourage educational policies that prioritize native language use in digital academic

conversations. Through this, the research provides practical insights for academics, technology developers, and policymakers dedicated to preserving local languages in the digital era an area still underexplored in current scholarship.

The main objective of this study is to investigate how students construct their socio-cultural identities on X using their mother tongue for educational purposes. This leads to the central research question: How do students carve out their socio-cultural identities on X using their mother tongue for educational purposes?

METHODS

This research adopts a quantitative methodology, which contains quantitative (online data analytics) data sources [85]. Inclusion and exclusion criteria were introduced during the search terms using the X search engine. The inclusion criteria were terms related to deconstructing students' language identities on X. The exclusion criteria entail matters that were not related to deconstructing students' language identities in Nigerian and Malaysian settings. The X as a research instrument is valid for this study based on its popular adoption for qualitative data gathering. Random sampling technique was adopted in gathering the data for this research. The data were gathered from online analytics related Malaysia and Nigeria University education discourse on X. Six (6) different X discourses were randomly selected and analysed for this research.

Research Design

This study employs a quantitative approach to explore how language identities among students from Malaysia and Nigeria are shaped and modified through interactions on the social media platform X (formerly known as Twitter). A quantitative research design was chosen to facilitate the analysis of student engagement patterns based on numerical data obtained from their activities on this platform.

Population and Sample

The study population consists of university students in Malaysia and Nigeria who actively use X for educational discussions. A simple random sampling technique was employed to ensure representation from various ethnic and linguistic backgrounds. The sample comprises 100 students from Malaysia and 100 students from Nigeria, aged between 18 and 25, representing a generation active on social media.

Inclusion and Exclusion Criteria

- Inclusion Criteria: Students who actively participate in educational discussions on X during the data collection period and use their native language or English for communication.
- Exclusion Criteria: X users not involved in educational discussions or who only use non-local languages in their interactions on the platform.

Research Instrument

Data were gathered through secondary data analysis of activity on the X platform, including the number of likes, reposts, and comments related to educational discussions in native or English language. The X platform was chosen due to its capability to store digital traces relevant for analyzing language interaction.

Data Collection Procedure

Data were collected over a three-month period, from January to March 2024. To avoid bias, data were obtained by searching for education-related keywords in local languages from Malaysia and Nigeria, as well as common phrases in educational discussions. Student activity on relevant posts was then recorded, including the number of likes, reposts, and comments, analyzed as indicators of student engagement in native language discussions on the X platform.

Data Analytics on X

Data analytics are quantitative data stored on X for future reference [86]. These data analytics are generated based on online discourses indexed in the number of likes, comments, repost, views and year of the post (see table 2 for details).

Table 2. Students Data Analytics on X

	Comments index	Repost index	Likes index	Views index	Year	Relevance
R1	77	910	2K	49K	2023	Relevant to Nigerian educational discourse
R2	6	485	212		2017	Relevant Malaysian Educational discourse
R3	1			49		Not relevant
R4		8	12		2024	Irrelevant
R5					2024	Relevant
R6	3	2	7		2024	Relevant

The researchers gathered quantitative data analytics on X using randomisation technique to avoid bias in selecting the most appropriate data for analysis. The R3 and R4 data responses showed reduced students engagement based on their irrelevance to indigenous language identity matters. However, R1, R2, R5 and R6 had higher engagement levels due to their relevance to language identity discourse.

Data Analysis

The descriptive data analysis was adopted for this research to explain the level of deconstruction of language on X in Nigeria and Malaysia context [87]. The researchers also introduced the statistical package for social science (SPSS) for the data coding and analysis. The results are shown in the table 3 that follows.

Table 3. Results of students' language identities in 3 years

Years	Comments Mean	Repost Mean	Likes Mean	Views Mean
2017	6	485	212	-
2023	77	910	2000	49,000
2024	1.5	3.3	6.33	-

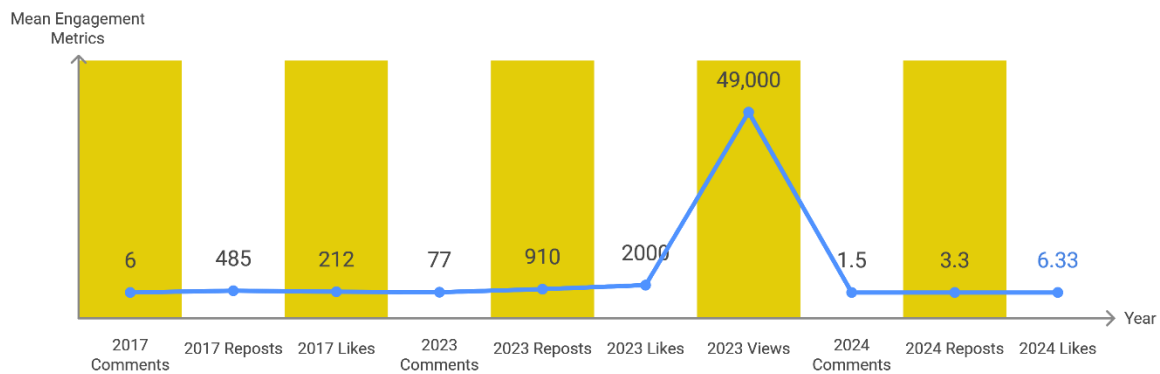


Figure 1. Average Student Engagement in Educational Discourse on X (2017–2024)

The result shows high students' determination to engage with indigenous language discourse on X media technology with the average mean in three years ranging between 1.5 lowest and 77 highest levels. This research shows that X factor encourages students to deconstruct language identity switching from L2 to L1 more conveniently. The results showed a recently reduced engagement with language identity discourse on X in 2024, which implies that time has impact on students' desire to deconstruct language on X for educational purposes in Malaysia and Nigeria settings.

RESULTS AND DISCUSSION

This study findings showed variability in the use of X for educational discourse in Nigeria and Malaysia settings. For instance, the high X engagement in R1 and R2 is synonymous to students' cognitive interaction. Sandmann & Jones [88] and Cruz et al. [89] studies revealed similar high engagement and interactional display on the path of students within the social media space. However, R3 and R4 results showed low engagement, which suggests the probability of the respondents falling within the minority class of indigenous speakers. The low engagement premise upon students' perception of X to meet their cognitive repertoire as a minority speaker within the Malaysian and Nigerian setting. This finding is consistent with Efron & Mori [90] research on deconstruction of L2 using online spaces.

Notwithstanding, there are studies and previous literature that dealt with deconstruction of L2 within the social media spectrum. Nonetheless, there remains the scarcity of literature that adequately addresses the deconstruction of language on X within the Nigerian and Malaysian settings. For instance, Selvi [91] study investigated language deconstruction without considering the Nigerian and Malaysian discourse. Likewise, Ordem [92] research studied language deconstruction matters outside the Nigerian and Malaysian spectra. This study findings showed a student's strong desire to engage with one another using their mother tongue as evident in R1 and R2. Besides, students displayed a shift of interest and decline in using X for indigenous educational discourses due to the limitations in the number of minority language options on X. The inclusion of more minority languages on X will encourage the use of the platform for increased educational discourse [30], [31], [93].

This study findings showcase the student's constructivist ability to adopt X for indigenous based educational discourse at their convenience and pace. The results of this research revealed the affordance of X to provide equity within the indigenous educational matters. The X platform had

showcased its ability to expand cultural diversity on social media in this research. Available literature shows that students' affinity for language deconstruction on social media has currently elevated to the next level for educational discourse in this 21st century [94]. This study findings revealed the need to ensure further sustainability of X infrastructure support and data management update for the sustenance of minority language speakers. For instance, this research mean score between the years 2024 and 2023 is testament of changing subscription to X for educational discourse, which requires more attention for the sake of cultural diversity and equity. Infrastructural and data management system update is a backbone to sustainable and more accommodating online space adoption for language deconstruction [95]. This research showcase student's affinity to appropriate their linguistic inheritance using X social network. However, the recent decline in X use in 2024 supports the need for this study to create more awareness on the ability of X to promote indigenous languages for educational discourse. The adoption of online spaces helps to popularise indigenous languages to avoid their extinction [96].

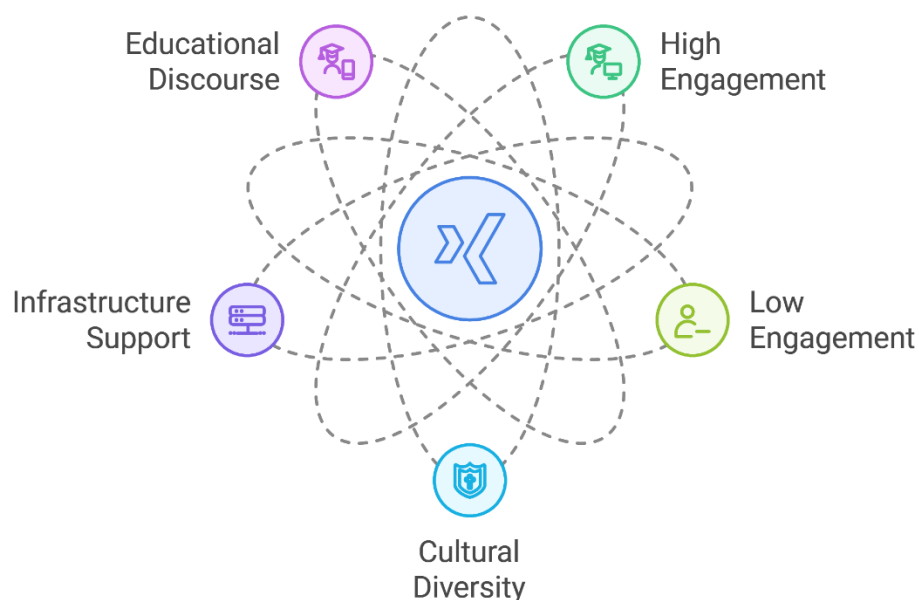


Figure 2. Comparison of Language Identity Engagement between Malaysian and Nigerian Students

Theoretical Implication

The X by implication is a social media that promotes interaction that is inspired by behavioural models. Besides, the behavioural science models like constructivism and cognitivism have influence on the X matter understudied in this enquiry. For instance, X is a social media that provides a mechanism for deconstructing language to enhance students' individualistic construction of sense and understanding through indigenous character display. By implication a cognitivist approach to indigenous discourse engagement on X impacts students' cerebral acumen. A constructivist model by implication posits a self-study and individualised adoption of X for critical discourse. The act of engaging in indigenous discourse on X are preconceived and propelled by subconscious instinct with constructive and cognitive implications [97].

Theoretically the students grow their intellectuals and indigenous library using X. Likewise, the students promote their indigenous cognitive repertoire through active engagement on X. The X afford students improvement of their indigenous language quality. Also, students enhance the usefulness of their indigenous know-how on X. Through critical discourse and arguments, the students settle for a common understanding and goal using a common language on X [98]. Besides, the constructivist approach by implication supports student’s individualisation of indigenous language engagement on X at their pace and convenience. For instance, it permits students to move at their pace on X using their indigenous languages to deconstruct from L1 to L2 discourse. The influx of socio-cultural discourse on X theoretically triggers students’ deconstructive activities on X to fit a common ground lit with the demand for education. Students’ deconstruction of language on X is theoretically propelled by their desire to twist meaning from L2 to L1 based on their personal conviction [99].

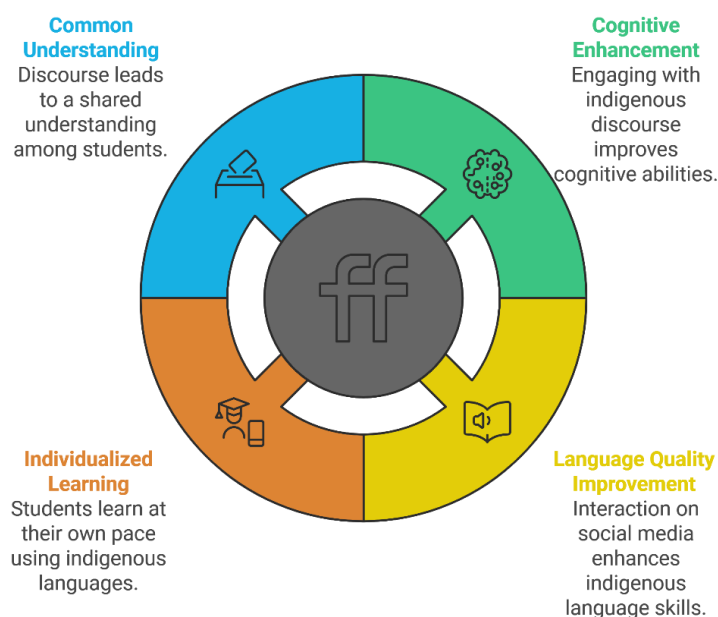


Figure 3. Theoretical Implications of Language Deconstruction on X Based on Constructivist and Cognitivist Models

Practical Implications

This study promotes more student’s practical engagement by creating the awareness on the need for additional minority language options on X social media platform. Besides, there is need to update the X data management system to afford more critical discussion and students’ active engagement. Likewise, special online space on X that is practically dedicated for language deconstruction could be designed to meet students’ language deconstruction need. There is beauty in socio-cultural and linguistic diversity on social media with the prioritisation of minority languages for inclusivity [100].

CONCLUSION

This study explores how students from Malaysia and Nigeria deconstruct their language identities on the X social media platform, focusing on the use of indigenous languages in educational discourse. The findings show that students engage more effectively when using their native

languages, enhancing communication and interaction. This research contributes to understanding the role of indigenous languages in digital education and highlights the potential of learning analytics in studying student engagement. It also emphasizes the need for more language options on X to promote linguistic diversity. Future research should include a larger, more diverse sample to explore language deconstruction across different contexts. Additionally, it is recommended that X add more indigenous language options to support greater engagement and prevent the decline of minority languages in educational spaces.

LIMITATIONS

This study has several limitations that should be acknowledged. Firstly, the research was conducted within a specific institutional context, with a relatively small sample size of 200 students, which may limit the generalizability of the findings to broader populations. Secondly, the study relied on quantitative data collected from the X platform, which may not fully capture the complexities of language identity deconstruction in educational discourse. As the data were based on student interactions on a single platform, the findings may not reflect language use in other digital spaces or in face-to-face educational settings. Lastly, while this study provides valuable insights into language engagement, it does not explore the long-term impact of digital language interactions on students' academic and cultural identity development, which could be addressed in future longitudinal studies.

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AUTHOR CONTRIBUTION

A.A.Z. was responsible for conceptualizing the study, conducting data collection, and analyzing the data. A.E.I. contributed to the development of the methodology, provided guidance on data analysis, and reviewed and edited the manuscript. Both authors collaborated on the interpretation of the results and the final revision of the manuscript. All authors read and approved the final version of the manuscript for publication.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used Napkin AI to create images and graphics from the data, and ChatGPT for assistance in selecting words, sentences, and language. The content was thoroughly reviewed and edited by the authors, who assume full responsibility for the publication's content.

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