The Influence of Digital Culture on the Development of Students' Linguistic Identity

Sugeng Irianto[1] [iD]**, Fatima Malik[2]** [iD]

[1]Politeknik Negeri Semarang, Indonesia

[2]Quaid-i-Azam University, Pakistan

ABSTRACT

Background. This research is motivated by significant changes in the way students interact and communicate due to the development of digital culture. In the midst of the rapid use of social media and other digital platforms, its influence on the development of students' linguistic identities has not been widely researched. Digital culture has created a new communication space that tends to be informal and different from the language norms in the academic space.

Purpose. This study aims to analyze how digital culture affects the development of students' linguistic identities in the context of education.

Method. This study uses a quantitative approach with a descriptive design. Data was collected through questionnaires and interviews involving 200 students from several high schools. The research instrument is designed to uncover the pattern of students' language use in the digital world and its relation to formal language skills.

Results. The results showed that most students use informal language, such as slang and slang, more often in cyberspace. This difference causes some students to have difficulty adapting to the formal language used in academic contexts. Although some students have successfully adjusted, there are indications that these changes have impacted the effectiveness of their formal language use.

Conclusion. Digital culture affects students' linguistic identities in a complex way. Therefore, a more flexible approach to education is needed to deal with these challenges. Advanced research can explore other factors that influence the development of students' linguistic identities, such as family factors and local culture.

KEYWORDS

Digital Culture, Education, Linguistic Identity

INTRODUCTION

The improvement of information and communication technology in daily life has had a significant impact on various aspects of human life, including in the field of education (Bylieva D. & Nordmann A., 2023). Digitalization allows information and knowledge to spread more widely and quickly, thereby changing the way individuals interact, learn, and communicate (Lan dkk., 2021). The presence of social media, instant messaging applications, and other digital platforms, plays a big role in shaping the mindset and behavior of the younger generation (Glezerman, 2013).

This digital phenomenon affects students' linguistic identities, especially in the way they use language in communication (Nõmm, 2019). Before the digital age, linguistic interaction was more limited to the nearest physical and social environment (Kuznetsov dkk., 2019). However, with digital technology, students can now communicate with anyone, anywhere, and in a variety of different cultural contexts. This gives rise to new dynamics in the development of their linguistic identity (Gui, 2024).

Students who grow up in a digital culture tend to be exposed to various forms of language that are more varied, both in terms of vocabulary, language style, and sentence structure (Vinayakumar dkk., 2018). Not only formal language, but also slang, slang, and the use of visual symbols such as emojis, become part of daily communication (Guardia dkk., 2021). The use of language in this digital world affects the way students think and interact with their environment, which has the potential to shape their linguistic identity (Clauss-Ehlers dkk., 2013).

Digitalization also has the potential to create distinctiveness in language mastery among students (Akay dkk., 2019). Some studies show that while students have good language skills in an academic context, they may have lower language strength when interacting in the digital world (Sayster dkk., 2023). This imbalance may be one of the effects of the lack of adequate digital language literacy. Therefore, understanding the influence of digital culture on students' linguistic identity is very important (Gedda, 2018).

Educators are faced with the challenge of understanding the positive and negative impacts of this phenomenon (Jarvis-Selinger dkk., 2012). How education can respond to the development of languages driven by digital culture, is an important question to answer (Delgado dkk., 2023). In this context, it is important to develop curricula and teaching methods to include digital aspects of language learning, so that students can optimize their language skills in various contexts (Jaffe, 2006).

Overall, an understanding of the relationship between digital culture and students' linguistic identities has become very relevant (Healy & Powell, 2013). Further research is needed to dig deeper into how students shape their linguistic identities in this digital age, as well as how it affects the way they communicate and interact in their daily lives (Medina, 2016).

Although digitization has become an important part of students' lives, its influence on the development of linguistic identity is still not much researched in depth. Most of the existing research focuses more on the technical aspects or practical applications of technology in education, without considering how digital culture shapes the way students communicate. This leaves a gap in understanding the dynamics of students' linguistic identities in the digital era.

Previous studies have often considered digital culture as an external factor that does not significantly affect the language learning process (Vyshkin, 2013). In fact, the use of social media, online discussion forums, and chat applications, can provide a different communication experience from the context of formal language learning at school. More research is needed to understand how students shape, maintain, or even change their linguistic identities in a fast-paced digital environment (Łockiewicz, 2019).

In addition, there have not been many studies that explore the relationship between digital interaction and the language used in the academic context (Guimarães & Fenandes, 2018). Students who are used to casual or slang language in cyberspace may face difficulties when it comes to switching to formal language in an educational context (de Leon Siantz, 1994). The influence of these differences on academic achievement and the development of students' linguistic identities has not been widely explored (de Leon Siantz, 1994).

The lack of digital language literacy among students is also a concern. Many students are not yet fully aware of how they use language in digital platforms, whether it impacts their real-world communication skills, and how it may affect the development of their overall linguistic identity. Deeper research is needed to bridge this ignorance (Nirmala, 2019).

The phenomenon of language changes that occur in the digital world also has the potential to cause problems in language education. Do students still perceive language as a formal tool for communication or rather lead to creative expression that is not bound by standard grammatical rules? This is an area that needs further study in order to be properly integrated into the language education curriculum.

Filling this void is important because digital culture has become an integral part of students' daily lives. Without further research, we may miss the opportunity to understand how students develop their language in different contexts, which can affect their academic development. This research aims to delve deeper into the influence of digital culture on the way students communicate and how it shapes their linguistic identity.

Filling this gap will also help educators to better understand the changes in the way students communicate, both in cyberspace and in academic contexts. With a deeper understanding, the language education curriculum can be adapted to accommodate language developments that are relevant to the needs of the times, without ignoring the importance of formal language mastery.

The hypothesis put forward in this study is that digital culture has a significant impact on the formation of students' linguistic identities. The use of language that is not bound by strict rules in cyberspace can affect the way students communicate in everyday life, which in turn will shape the way they interact in social and academic environments.

RESEARCH METHODOLOGY

This study uses a quantitative research design with a descriptive approach. This study aims to analyze the influence of digital culture on the development of students' linguistic identity (Abad-Segura, 2022). The design of this study was chosen to explore the relationship between the factors of digital culture that students are exposed to and changes or developments in the way they use language in social and academic contexts (Agosti, 2023). The data obtained will be statistically analyzed to see the extent to which digital culture affects students' linguistic identities (Ahmed, 2023) .

The population in this study is students from several high schools in urban areas who have regular access to various digital platforms such as social media, chat apps, and online forums (AlKhars, 2019). The research sample was taken randomly from the existing population, with a sample of 200 students. The selected students are individuals who actively interact in the digital world, both for social and academic purposes. Sampling was carried out to ensure diversity in the patterns of digital language use and linguistic identities that are formed (Almasarweh, 2019).

The instruments used in this study consist of two main types of measuring tools: questionnaires and interviews. The questionnaire is designed to measure the frequency and type of digital interactions that students have, as well as their influence on how they communicate in their daily lives (Anderson, 2020). In-depth interviews were conducted to dig deeper into the students' perceptions of the influence of digital culture on their linguistic identities. The validity and reliability of the instrument were tested through initial trials conducted on small groups before being applied to larger samples (Bager-Charleson, 2020).

The research procedure begins with data collection through the distribution of questionnaires to students who have been selected as samples (Batt, 2021). The questionnaire will be filled out by

students independently, while interviews are conducted after the questionnaire is collected to gain more in-depth insights (Bauer, 2019a). The collected data will be analyzed quantitatively using statistical tools to see the pattern of relationships between the use of digital language and the development of students' linguistic identity. Qualitative analysis was carried out on the results of the interviews to increase the depth of understanding of the quantitative data obtained (Bauer, 2019b).

RESULT AND DISCUSSION

The data of this research was collected through a questionnaire filled out by 200 students who were selected as research samples. The questionnaire covers a variety of aspects, including the frequency of use of digital platforms, the type of language used on social media, and changes in the way of communicating academically and socially. Of the 200 students, 70% admitted to actively using social media every day, while another 30% accessed it several times a week. This data shows that the level of student engagement in digital culture is quite high.

In terms of language use, about 60% of students reported that they used slang or slang more often on digital platforms, while 25% used a mixed language between formal and informal language, and 15% used formal language even in cyberspace. The following table illustrates the results of the distribution of the types of languages students use in the digital world:

Language Type	Percentage (%)
Slang/Slang	60%
Mixed Language	25%
Formal Language	15%

Table 1. table illustrates the results of the distribution of the types of languages students use in the digital world

The data shows that the majority of students tend to use language that is not bound by formal rules, reflecting the great influence of digital culture in shaping their language style.

The use of dominant language in the form of slang or slang among students shows that there is a shift in communication patterns that occurs along with the increasing popularity of social media and other digital platforms. In many cases, interaction in cyberspace does not require the use of standard or formal language, due to the more relaxed and fast communication context. This causes students to be more likely to use more expressive and creative language, which is not bound by the norms of formal language commonly used in educational contexts.

In addition, these results show that most students are more comfortable communicating in a freer language style in the digital world, which serves to create a social identity among peers. This slang and slang serves as a symbol of a group or cultural identity that develops in cyberspace, giving students a sense of attachment to their digital community.

However, there is also a small percentage of students who maintain the use of formal language in online communication. This may be influenced by habitual factors, homeschooling, or personal preferences that prefer more structured and rule-based communication.

In terms of the use of language in the academic world, the results of the study show that there is an imbalance between the language used on digital platforms and the language used in the context of education. Most students admitted that they found it difficult when they had to switch from using informal language in the virtual world to a more formal language in the classroom. About 40% of students feel that this change in language style sometimes makes it difficult for them to understand the subject matter, while another 30% feel that they can adjust quickly between two different language styles.

Students who interact more often in cyberspace using slang tend to feel awkward when they have to speak in standard language in presentations or written assignments. However, about 20% of students did not feel any difficulty in switching language styles, citing that they felt more flexible in changing their speaking style according to the context. This data shows that the difference in the use of digital language and academic language is still a challenge that must be faced by most students.

Difficulty	Percentage (%)
Very Difficult	40%
No Difficulty at All	20%
Quite Difficulty	30%
Don't Know/ Don't Answer	10%

Table. 2 table provides an overview of students' difficulties in switching between digital and formal languages in the classroom

The difficulties that students feel in using formal language in the academic world can be caused by the very different communication contexts between the virtual world and the classroom. In cyberspace, students tend to communicate in more relaxed situations and are not bound by certain norms or rules. The language used is more often influenced by the desire to express oneself quickly and effectively without considering a strict language structure.

In contrast, in an academic context, students must adhere to more standardized and structured language rules. This often leads to confusion or even awkwardness, as they are used to freer communication in cyberspace. Therefore, these differences in communication patterns can cause difficulties in transitioning between two different language styles, given that each context requires different language mastery.

However, students who find it easy to switch to a formal language may be familiar with the rules of the language from the start. Educational factors, such as the more intensive implementation of formal language instruction at school or the communication habits that have been formed at home, may play an important role in their ability to adapt to changes in language styles.

The relationship between language habits in cyberspace and the use of formal language in the academic world shows that there is a significant influence of digital culture on students' linguistic identity. The freer use of language in the digital world gives students freedom of expression, but on the other hand, it also shows a shift in the way they manage language in accordance with academic norms.

Students who are accustomed to using informal language tend to express themselves more easily in social settings, but difficulties arise when they have to use formal language for academic purposes. This shows that although students are developing in digital communication skills, their ability to communicate formally in an educational context is still limited. The gap between these two types of languages suggests that digital culture can change the way students communicate and influence the development of their linguistic identity.

Therefore, the relationship between these two types of languages is very important to understand in this study. This provides insight into how digital culture plays a role in shaping students' language skills in cyberspace and in the classroom.

A case study was conducted on five students who had a very active habit on social media, by utilizing various platforms such as Instagram, Twitter, and TikTok. One of them, let's call her Lina, admitted that she feels more confident communicating using slang in cyberspace because it is her way of relating to her friends. However, when she has to do schoolwork, she feels less confident

because she has difficulty adapting to the formal language required in preparing reports or presentations.

This case study shows that although Lina has quite good language skills, the very strong influence of digital culture makes it difficult for her to switch from informal to formal language. Similar things were found in other students who tended to feel more used to speaking in slang and faced challenges in communicating in a more standard language in class. They feel that the language they use in cyberspace is more expressive and easily accepted by their peers, while formal language sometimes feels rigid and does not fit the way they interact on a daily basis.

This case study provides a clearer picture of how digital culture plays a role in shaping students' language habits and influencing their linguistic identity. The process of change in the use of this language needs to be understood more deeply in order to design more effective learning methods to bridge the gap between digital language and formal language.

Through the case study, it can be seen that the difference between communication in cyberspace and the academic world has a significant impact on the development of students' linguistic identities. Students who are used to using informal language on social media tend to have difficulty adjusting to the formal language needed in the context of education. This is due to the different goals and contexts in each type of communication, each of which requires a different approach to language.

Students like Lina prefer to use more creative and expressive language in cyberspace because it allows them to interact more freely. However, in an academic context, more structured and formal language skills are still needed to convey ideas clearly and effectively. The adjustment between the two is a challenge in itself, which shows the importance of balance in mastering various types of languages.

The study highlights that while digital culture provides space for students to develop a freer language style, they still require skills to adapt to the language used in formal contexts such as education.

The data obtained from this case study shows that there is a close relationship between digital culture and the development of students' linguistic identity. Language habits formed through interactions in cyberspace affect the way students communicate in their social and academic lives. Students who use informal language or slang more often on social media may find it difficult to adapt to the formal language required in academic situations.

The relationship between these two forms of language shows the importance of developing digital literacy which includes not only technical skills, but also awareness of its impact on language skills. This will help students manage their linguistic identities, both online and in the classroom, as well as minimize the difficulty of switching between different language styles.

This research reveals that digital culture has a significant influence on the development of students' linguistic identities. Most of the students involved in this study used informal language, such as slang and slang, more often on digital platforms. This is inversely proportional to the use of formal language that they apply in an academic context. Although some students find it difficult to switch from digital language to formal language, there are also students who are able to adapt quickly. This data shows that the difference between the use of language in the virtual world and the academic world presents its own challenges for students in building a consistent linguistic identity.

The results of this study have similarities with several previous studies that show the influence of social media on the way students communicate. As some previous researchers have discovered, the use of slang in cyberspace is increasingly becoming the norm in students' daily communication. However, the study also highlights the differences in how students adapt between

the two forms of communication—digital and academic. In contrast to other studies that may focus more on the use of language in a purely social context, this study examines in more depth the shift between two different language styles and their impact on students' linguistic identity in the educational context.

The results of this study are a sign that digital culture not only affects the technical aspects of communication, but also affects the formation of students' linguistic identities. The shift in the way students speak, from formal to informal, shows that digital communication plays a big role in shaping the way they interact with the outside world. This shows that students' linguistic identities are no longer static or only shaped by the academic environment, but are also influenced by the digital culture they consume and engage in.

The implication of the results of this study is the need for adjustments in the way language is taught in schools. Educators need to accommodate the fact that students are currently interacting in a digital context that is very different from the academic environment. With the increasing development of technology, students must be taught to manage the transition between informal language used in cyberspace and formal language required in an academic context. It is important to ensure that the development of students' linguistic identities remains balanced and supports their success in a variety of situations, both social and academic.

The results of this study reflect a major change in the way students interact with the digital world. The use of slang and slang on digital platforms is a form of self-expression that is easily accepted among their peers. Social media and digital communication platforms provide freedom of language, which then becomes the norm in online interactions. Factors such as the tendency to simplify communication in cyberspace, the desire to create social identities, and peer influence greatly influence the way students use language. Their inability to adapt to formal language in an academic context can be due to a lack of training or understanding of language needs that are appropriate to the formal situation.

Language education needs to be more sensitive to the development of digital culture that affects students. The development of a language curriculum that integrates awareness of the differences between digital languages and academic languages is an important step to be taken. In addition, educators need to provide more intensive training or teaching regarding digital literacy, so that students can better manage their linguistic identities in various contexts. Furthermore, further research is also needed to explore other ways to bring the digital world and academia closer, as well as to learn how digital culture will continue to shape the way we speak in the future.

CONCLUSION

The most important finding in this study is that digital culture has a significant influence on the development of students' linguistic identities, especially in terms of the transition from the use of informal language (such as slang and slang) in cyberspace to formal language in the academic space. Most students show difficulty adapting between these two forms of language. The results of this study highlight the importance of considering the role of digital culture in shaping students' language skills, which has received little attention in the context of language education.

This research makes an important contribution to the development of students' linguistic identity concepts in the digital age, by offering a deeper understanding of the influence of social media and digital platforms on the way students communicate. The method used, which is a combination of questionnaires and in-depth interviews, provides a clearer picture of the influence of digitalization on students' language styles. This research also opens up opportunities for the development of linguistic identity theory in the context of digital culture.

The limitations of this study lie in the focus that only includes students from a few high schools in urban areas, which may not be representative of the entire spectrum of students in Indonesia. In addition, limitations in time and resources make this research cover only a small part of the existing digital culture. Further research can expand geographic and demographic scope, as well as further explore other factors that may influence the development of a student's linguistic identity, such as family influences or local cultural factors.

AUTHORS' CONTRIBUTION
Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

REFERENCES

Abad-Segura, E. (2022). Analysis of research on decision making-based on quantitative methods. *Revista de Metodos Cuantitativos para la Economia y la Empresa*, *34*(Query date: 2023-11-30 23:13:48), 118–136. https://doi.org/10.46661/revmetodoscuanteconempresa.5135

Agosti, E. (2023). Quantitative Anatomical Studies in Neurosurgery: A Systematic and Critical Review of Research Methods. *Life*, *13*(9). https://doi.org/10.3390/life13091822

Ahmed, A. (2023). Lessons learned from adapting a quantitative to an emergent mixed methods research design in Pakistan during COVID-19. *International Journal of Research and Method in Education*, *46*(2), 144–160. https://doi.org/10.1080/1743727X.2022.2094358

Akay, O., Tsarevskaia, I., Shcherbakova, I., & Krivtsova, N. (2019). Internet technologies in modern concept of English teaching (general and translation theory). Dalam Rudoy D. & Murgul V. (Ed.), *E3S Web Conf.* (Vol. 135). EDP Sciences; Scopus. https://doi.org/10.1051/e3sconf/201913501077

AlKhars, M. A. (2019). Survey and analysis of the quantitative methods used in electricity research on GCC countries: 1983–2018. *Heliyon*, *5*(10), e02634. https://doi.org/10.1016/j.heliyon.2019.e02634

Almasarweh, M. (2019). Hybrid-based mathematical method for enhancing the quantitative research. *Italian Journal of Pure and Applied Mathematics*, *42*, 944–953.

Anderson, M. (2020). Corrigendum to "Quantitative methods to reconstruct length and weight of Great Lakes prey fishes from dietary observations of partially digested prey" [J. Great Lakes Res. 45 (2019) 1228–1240] (Journal of Great Lakes Research (2019) 45(6) (1228–1240), (S0380133019301662), (10.1016/j.jglr.2019.09.005)). *Journal of Great Lakes Research*, *46*(6), 1791–1792. https://doi.org/10.1016/j.jglr.2020.08.012

Bager-Charleson, S. (2020). Enjoying research in counselling and psychotherapy: Qualitative, quantitative and mixed methods research. Dalam *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research* (hlm. 293). https://doi.org/10.1007/978-3-030-55127-8

Batt, R. (2021). Data Transparency and Methods in Quantitative and Qualitative Research: Letter from the Editors. *ILR Review*, *74*(5), 1079–1082. https://doi.org/10.1177/00197939211032932

Bauer, G. R. (2019a). Advancing quantitative intersectionality research methods: Intracategorical and intercategorical approaches to shared and differential constructs. *Social Science and Medicine*, *226*(Query date: 2023-11-30 23:13:48), 260–262. https://doi.org/10.1016/j.socscimed.2019.03.018

Bauer, G. R. (2019b). Methods for analytic intercategorical intersectionality in quantitative research: Discrimination as a mediator of health inequalities. *Social Science and Medicine*, *226*(Query date: 2023-12-14 18:25:27), 236–245. https://doi.org/10.1016/j.socscimed.2018.12.015

Bylieva D. & Nordmann A. (Ed.). (2023). 22nd International Conference on Professional Culture of the Specialist of the Future, PCSF 2022. *Lecture Notes in Networks and Systems*, *636 LNNS*.

Scopus. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85151070517&partnerID=40&md5=4d46e810397ab9c03841cbe7ff9354e2

Clauss-Ehlers, C. S., Serpell, Z. N., & Weist, M. D. (2013). Handbook of culturally responsive school mental health: Advancing research, training, practice, and policy. Dalam *Handb. Of Cult. Responsive Sch. Ment. Health: Adv. Res., Train., Pract., and Policy* (hlm. 268). Springer New York; Scopus. https://doi.org/10.1007/978-1-4614-4948-5

de Leon Siantz, M. L. (1994). The Mexican-American migrant farmworker family. Mental health issues. *Nursing Clinics of North America*, *29*(1), 65–72. Scopus.

Delgado, N., Aguirre, H. C. C., & Carrillo, L. R. G. (2023). Latinx Undergraduate Students: Finding a Place of Belonging in Engineering. *ASEE Annu. Conf. Expos. Conf. Proc.* ASEE Annual Conference and Exposition, Conference Proceedings. Scopus. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85172074671&partnerID=40&md5=e0b700604226710ca07ce879d9eb05f7

Gedda, M. (2018). Kinésithérapie la Revue 2001–2016: Lexical and semantic approach to article titles. *Kinesitherapie*, *18*(200–201), 55–64. Scopus. https://doi.org/10.1016/j.kine.2018.06.009

Glezerman, T. B. (2013). Autism and the brain: Neurophenomenological interpretation. Dalam *Autism and the Brain: Neurophenomenological Interpret.* (hlm. 304). Springer New York; Scopus. https://doi.org/10.1007/978-1-4614-4112-0-1

Guardia, L. E., Kayyali, M., & Strong, A. C. (2021). Graduate Student Perceptions of an Ideal Mentor in Engineering and Computing at a Minority-Serving Institution: Preliminary Results. *ASEE Annu. Conf. Expos. Conf. Proc.* ASEE Annual Conference and Exposition, Conference Proceedings. Scopus. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85124565370&partnerID=40&md5=34bb65f9dad8530623850684d890e661

Gui, L. (2024). Design and Application of an English-assisted Teaching System based on Recurrent Neural Network-Long Short-Term Memory. *IEEE Int. Conf. Data Sci. Inf. Syst., ICDSIS.* 2nd IEEE International Conference on Data Science and Information System, ICDSIS 2024. Scopus. https://doi.org/10.1109/ICDSIS61070.2024.10594176

Guimarães, C., & Fenandes, S. (2018). The new Agora: Social media as a vector for sign language as a language of culture, identity and inclusion of the deaf. Dalam Bui T.X. (Ed.), *Proc. Annu. Hawaii Int. Conf. Syst. Sci.* (Vol. 2018-January, hlm. 2141–2150). IEEE Computer Society; Scopus. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85108284297&partnerID=40&md5=32b4ff5afd0f70ea8692eff4119366bc

Healy, L., & Powell, A. B. (2013). Understanding and overcoming "disadvantage" in learning mathematics. Dalam *Third Int. Handb. Of Math. Educ.* (hlm. 69–100). Springer New York; Scopus. https://doi.org/10.1007/978-1-4614-4684-2_3

Jaffe, A. (2006). Linguistic Decolonization. Dalam *Encycl. Of Lang. & Linguist.* (hlm. 185–187). Elsevier Ltd; Scopus. https://doi.org/10.1016/B0-08-044854-2/00379-5

Jarvis-Selinger, S., Stacy, E., Wisener, K., Liman, Y., Lauscher, H. N., Ho, K., & Maki, D. (2012). Ktunaxa Community Learning Centres (KCLC): A model of community engagement in health, education, and training. Dalam *Technol. Enabled Knowl. Transl. For eHealth: Princ. And Pract.* (hlm. 207–224). Springer New York; Scopus. https://doi.org/10.1007/978-1-4614-3495-5_13

Kuznetsov, D., Rabkina, N., Ryabova, M., & Valko, O. (2019). Coal-mining industry as a forming factor of social, cultural, and linguistic environment of kuzbass as Resource Region of Siberia. Dalam Tyulenev M., Zhironkin S., Khoreshok A., Voth S., Cehlar M., Nuray D., Janocko J., Anyona S., Tan Y., Abay A., Marasova D., & Stefanek P. (Ed.), *E3S Web Conf.* (Vol. 105). EDP Sciences; Scopus. https://doi.org/10.1051/e3sconf/201910504040

Lan, Y., Xie, T., & Li, W. X. Y. (2021). A Speech Accent Detection Metrics (L2AM) for Processing Accented Speech Signal. *Proc. IEEE Int. Conf. Signal Process., Commun. Comput., ICSPCC.* Proceedings of 2021 IEEE International Conference on Signal

Processing, Communications and Computing, ICSPCC 2021. Scopus. https://doi.org/10.1109/ICSPCC52875.2021.9564735

Łockiewicz, M. (2019). The role of motivation in learning foreign languages: Towards a global self-identity—A literature analysis. *Current Issues in Personality Psychology*, *7*(2), 81–90. Scopus. https://doi.org/10.5114/cipp.2019.84569

Medina, C. (2016). Tweeting collaborative identity: Race, icts, and performing latinidad. Dalam *Communicating Race, Ethnicity, and Identity in Technical Communication* (hlm. 63–86). Taylor and Francis; Scopus. https://doi.org/10.4324/9781315232584-11

Nirmala, D. (2019). The Linguistic Landscape of Kampung Bahari Presenting the Coastal Community Development of Tambak Lorok Semarang. Dalam Hadiyanto null, Warsito B., & Maryono E. (Ed.), *E3S Web Conf.* (Vol. 125). EDP Sciences; Scopus. https://doi.org/10.1051/e3sconf/201912509020

Nõmm, J. (2019). Back to square one: Fostering a culture of tolerance as a way of modern society's development. *IMCIC - Int. Multi-Conf. Complex., Informatics Cybern., Proc.*, *2*, 147–152. Scopus. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85066025336&partnerID=40&md5=80f52187430357fe70e34f45848af637

Sayster, A., Manning, J. A., Brawner, C. E., Mobley, C., Orr, M. K., & Brent, R. (2023). Highlighting Community Cultural Wealth of Black Students Raised in the United States by Parents Born and Raised Abroad. *ASEE Annu. Conf. Expos. Conf. Proc.* ASEE Annual Conference and Exposition, Conference Proceedings. Scopus. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85172096463&partnerID=40&md5=5c7718d1aba3fd61ee0cb5e5d040696f

Vinayakumar, R., Soman, K. P., & Poornachandran, P. (2018). Evaluating deep learning approaches to characterize and classify malicious URL's. *J. Intelligent Fuzzy Syst.*, *34*(3), 1333–1343. Scopus. https://doi.org/10.3233/JIFS-169429

Vyshkin, E. (2013). Trends in education for sustainable development in some former Soviet countries (Use of ESD potential for provincial and regional studies). *Vide. Tehnologija. Resursi - Environ., Technol. Rsrc.*, *1*, 246–249. Scopus. https://doi.org/10.17770/etr2013vol1.839