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Language, Technology, and Social Media Vol x No x (2024) https://doi.org/ 10.70211/ltsm.v2i2.xxx

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Author 1*, Author 2 and Author 3

Received : xx Augustus 2024	Revised : xx September 2024	Accepted : xx November 2024	Online : xx November 2024

Abstract

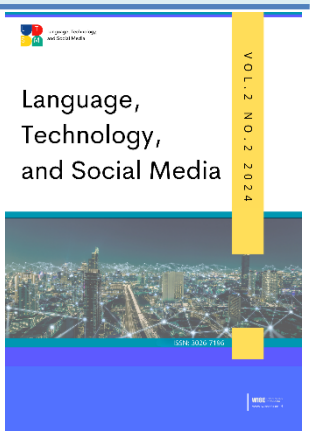
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INTRODUCTION

The introduction should begin with a general and relevant overview of the research topic, followed by an explanation of its significance within the context of the interaction between language, technology, and social media. Authors should include a summary of contemporary and relevant literature, highlighting recent studies from the past five years and emphasizing the existing research gaps in the field [1], [2]. The research problem or questions should be stated clearly and specifically, aligning with the gaps identified in the literature review [3].

The research objectives should be articulated clearly and concisely, followed by an explanation of the main contributions and novelty of the study compared to previous research. The introduction should conclude with a brief outline of the paper's structure, aiding readers in understanding the flow of the research.

It is essential to maintain a coherent and academic writing style. Avoid using subheadings within the introduction to ensure it remains a cohesive section. Use the IEEE citation style, such as [1], [2], [3]. Ensure that the manuscript format employs *Times New Roman* font, 12pt size, with justified text alignment.

METHODS

The methodology section should provide a clear and detailed description of the research design and approach used in the study. Authors should specify whether the study is qualitative, quantitative, or mixed-methods and outline the type of research, such as a case study, experimental design, or survey. The tools and techniques used for data collection should be described, including interviews, surveys, content analysis, or observational studies, with an explanation of how these align with the study's objectives and research questions.

The characteristics of the participants and the sampling method used should be detailed, including the sample size and relevant demographic information. The methods employed for data analysis should be specified, mentioning any statistical tools or coding strategies used, as well as software like SPSS or NVivo, with a justification for their suitability for the research questions. Ethical considerations must be detailed, including informed consent, data privacy, and participant confidentiality. Authors should also note any ethical approval obtained from relevant institutions if applicable. Finally, limitations in the methodology that could impact the findings or the generalizability of the results should be acknowledged.

The methodology should be presented clearly and systematically to ensure reproducibility by other researchers. This section should be written using *Times New Roman* font, 12pt size, with justified text alignment and adhere to the IEEE citation style where applicable.

Research Design

This study employs a quantitative approach to ……..

Population and Sample

The study population consists of ……

Research Instrument

Data were gathered through secondary data analysis of ……

Data Collection Procedure

Data were collected over a three-month period, from ……

Data Analytics on X

Data analytics are quantitative data ……

Table 1. 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.

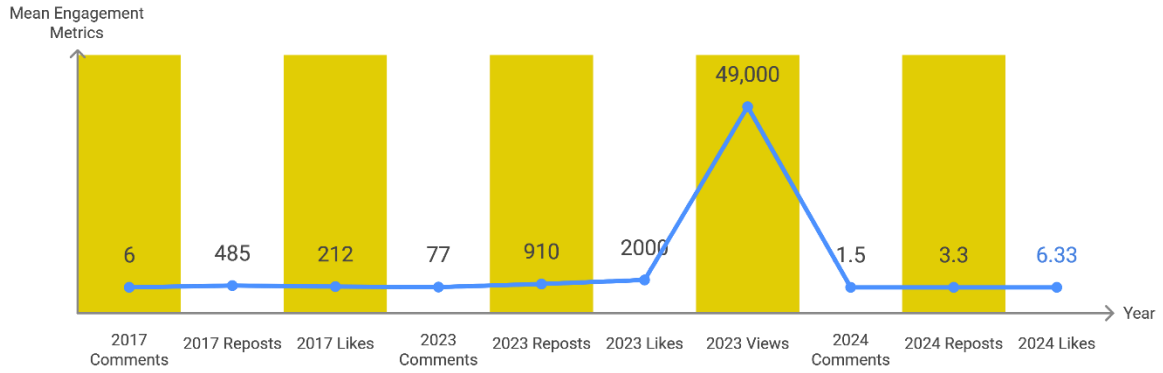


Figure 1. Average Student Engagement in Educational Discourse on X (2017–2024)

RESULT AND DISCUSSIONS

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.

The results and discussion section should present the findings in a clear and logical manner, using tables and figures where appropriate to support the narrative. The results must be reported objectively, highlighting key data points and trends that address the research questions. Each result should be clearly linked to the corresponding research objectives and supported by relevant data [4], [5].

Finding 1

Finding1……
……
……

Finding 2

Finding2……
……
……

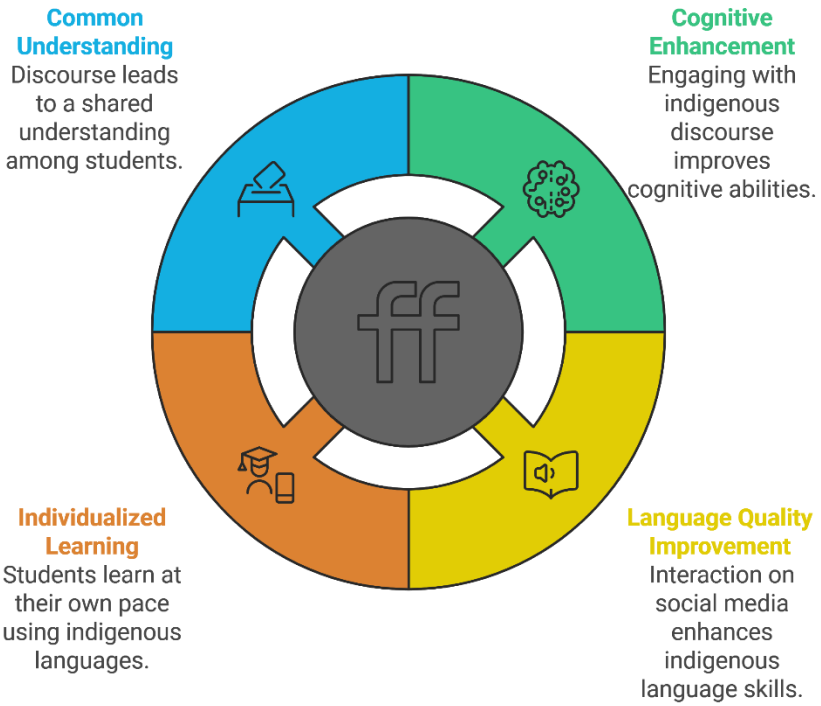


Figure 3. Theoretical Implications of Language Deconstruction on X Based on Constructivist and Cognitivist Models

Discussion

In the discussion, interpret the findings by relating them to the existing body of literature. Emphasize how the results contribute to the understanding of the interaction between language, technology, and social media, and discuss any similarities or differences compared to previous studies. Address the implications of these findings for theory and practice, as well as any limitations that may affect the interpretation or generalizability of the results.

It is important to integrate citations in the discussion to substantiate claims and provide context [6], [7]. Authors should also propose potential future research directions based on the current study's findings. Ensure that the section is cohesive and flows logically from one point to the next, maintaining an academic tone throughout.

Results and discussions should be presented in *Times New Roman* font, 12pt size, with justified text alignment, and formatted according to IEEE citation style.

CONCLUSION

This study investigated issues related to deconstructing students' language identities on X social media technology. This study discovered that students engaged more with their peers when using their indigenous languages online. For instance, this study findings discovered that students were able to interact more effectively on X. The students likewise were able to disseminate their discussions more effectively. The students also displayed affinity to share comment freely without restrictions on X. This research showcased a latest transcending of

events as the use of learning analytics was maximised in this research for meaningful analyses. The data gathered revealed the beauty of socio-cultural discourse for educational activities as it allowed deconstructing of meaning from complex to simple terms. This study recommends that future studies should gather more data to investigate more respondents' views regarding language deconstruction and identities in Malaysia and Nigeria. This research recommends for the introduction of more language options on X social media to promote the inclusion of more minority languages and enhance additional students' engagement. It is recommended for further studies to explore more minority languages that were not addressed in the enquiry to promote additional language diversity.

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CONFLICT OF INTEREST

The authors declare no conflict of interest.

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