

Social Conflict in the Linguistic Landscape of Teen Language in the Digital Era

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| Isnawita Mokodompit^{1,*} | Nonny Basalama² | Sartin Miolo³ | Muziatun⁴ |

^{1,2,3,4} Universitas Negeri
Gorontalo, Indonesia

*Isnawita22@gmail.com



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ABSTRACT

This study investigates social conflicts associated with teen language use on social media and messaging applications such as WhatsApp, TikTok, and Instagram, as well as within the communication focus of schools and learning surroundings. The main research issue revolves around the tensions caused by the use of informal youth language, including slang, abbreviations, emojis, code switching, and the tensions from adults expecting a more formal communicative structure. This research employs an ethnographic approach, specifically the youth language analysis via metadata and corpus-based techniques. This study incorporated observations as well as focused and conflict-centered, specifically student-teacher, deep interviews. The principal findings state that the use of informal language and the clash of its use within the expectations of the school and learning habitat is a major source of conflict, thus contributing to the overall "understanding" of the intergenerational language clash. This along with the rapid dissemination of digital trends has contributed to social conflict. This research aims to bridge the gaps in literature by identifying the socio-communicative functions of youth language and by demonstrating the need to revise the intercooled framework of interaction to enhance effective school and digital communication

KEYWORDS

Social conflict; teen language; digital platforms; cross-generation; linguistic landscape

INTRODUCTION

Social media is a major technological advancement of our age. Apps like Instagram, TikTok, and WhatsApp change and redefine how young people communicate. People, especially younger generations, tend to use informal language, slang, and abbreviations, as well as emojis and memes, to shape and define their identities. Identity construction, especially in younger generations, is dynamic and ever-changing (Thurlow et al, 2004). In a social context, these communication forms help young people build and maintain relationships. Tension and even social conflicts can arise with these forms of communication. Problems in communication arise when informal/slang language use and casual ways of speaking are brought to educational situations and to adults in conversation (Singh *et al.*, 2024). This study looks at the social conflict that appears with the use of the language of social media.

The focus of this research is to try to understand the conflict that comes with the use social media to communicate in the digital age and the more formal, traditional use of the language. (Landry and Bourhis, 1997) were the first to introduce the concept of the linguistic landscape (LL) and the use of visible language in the streets (i.e. street signs, ads,

and public notices). LL reflects the social and cultural dynamics of the community. LL investigations, which were primarily concerned with physical public places, have also come to include the digital space because the use of language in the digital sphere is also a public space where the identities, relations, and power of individuals and groups are contested and negotiated (Carr et. al, 2010). Furthermore, (Gorter et al., 2021) applied LL to social media and argued that the language of a digital social media space designed for sharing images (such as Instagram and TikTok) helps to construct a virtual social space. (Durk and Jasone, 2007) observe that in these digital landscapes, social relations are enacted and negotiated through the use of language, which also serves deeper functions of social signaling and identity construction.

This study uses LL theories to examine the way LL theorized about the use of social media by the youth as a site of social conflict (Shibliyev, 2014). Engaging with the (Kress and Leeuwen, 2015) on multimodal communication, the youth combine text, images, emojis, and videos to construct complex and multilayered meanings. In these contexts, the language functions as a medium of personal expression and a social means to signify the identity of the group. The advent of digital communicational tools has fostered the emergence of public spaces, within which social and linguistic conflicts can be played out (Holmes and Wilson, 2022); (Beltran, 1997).

This research is novel in examining how the social dimensions of conflict in the linguistic landscape may be generated by the intergenerational conflict of youth and adults by operating different linguistic ideologies. As noted by (Siira, 2013), social rivalries arise in the use of language that one uses to gain status and mark group boundaries. Social media and the slang used by the youth and the adults that are not social media savvy and are unable to comprehend the informality of the language evoke intergenerational conflict. Social Comparison Theory (Leon, 1954); (Alek, 2021) posits that people constantly compare and in the digital age, people compare and compete through language and communication, which in turn, creates rivalries and contested social positions. The tensions described by (Blomquist, 2009) regarding the conflict of social identity arise when the youth use language to assert and mark their identity in a way that is exclusive or othering, which in turn, contributes to social conflict.

Furthermore, according to (Ting-Toomey, 2012) intercultural communication theory, issues arise when representatives of various cultures and societies overlook the recognition and understanding of each other's communication methods, a phenomenon that is greatly amplified in the digital context, especially when members of varied cultures and communities interact social. As (Bradley and Lomicka, 2000); (Aitchison, 2013) claimed, communication and social interaction problems arise in relation to the use of informal and modern slang language, social communication, and digitally mediated social interaction use of emojis.

These problems arise and escalate when age or generational differences are present, as poorly formed CMC (computer-mediated communication) poses a considerable lack and absence of idiosyncratic social or emotional cues formed non-verbally (Walther, 2011). This lacks non-verbal communication channels of emotional and social constructs determines the inability of younger layers of the social age structure to assess the socially and emotionally charged content of their discourse or language directed toward the older members of the society (Suratnoaji et al., 2019) ; (Ukhtin, 2021).

These are described in (Levinson, 2019); social interaction theory, and the existing literature on politeness strategies aid in understanding social cohesion and order maintenance at the discourse and interaction level in situations that threaten social cohesion (Yendra and Nofiadri, 2021). The absence of social order maintenance strategies

in CMC is especially noticeable when social discord is present. Informal language escalation is an additional factor that contributes toward the generation of conflict when rudeness is expected as an outcome of informal language use (Ahmad, 2020); (Vodenko *et al.*, 2017).

This study assesses the social conflicts that arise from the informality of digital communication employed by younger generations. (Amuseghan, 2009) While also assessing silent conflicts between generations, this study highlights the social differences informality in digital communication reveals or reinforces. The main objective of this paper is to describe the conflicts around digital communication language in the hope that, by being informed about the social use of language in digital communication, they will be able to work through the conflicts in the use of informal language digitally.

RESEARCH METHODS

Research Design

A qualitative approach will be taken to investigate the linguistic landscape of youth language in digital media and its repercussions on social tension. Focusing on social communication within the teenage population and the conflicts arising from communication on social media apps such as Instagram, TikTok, and WhatsApp, the aim is to understand the social dynamics of language use within this demographic. This study will utilize an ethnographic approach to understand the contextual factors influencing language use and conflict more deeply.

This study will take place at MAN 1 Kota Gorontalo, a school that permits students to use smartphones during the learning process, thereby facilitating access to social media. This context is pertinent as it embodies the confluence of an educational setting and the social and technological contexts in which youth language is constructed and displayed. Data collection will take place from April to June 2025 and will focus on the students' interactions within digital spaces.

Participants

Twenty students aged 17 to 18, active users of social media, from MAN 1 Kota Gorontalo, and fulfilling the criterion of digital social interaction, comprise the study Population. The students represent a cross-sectional perspective of the student body. In addition to the students, there are 5 teachers from different generational cohorts (Baby Boomers, X, Y, and Z) to understand the conflicts of language interspersed under the youth orientated vernacular.

Data Collection

The process of data collection employs multiple methods to capture a range of data:

1. Corpus-Driven Approach: Data collection is predominantly from social digital platforms- Instagram, TikTok, and WhatsApp. Participants' posts, captions, comments, memes, and emoji use are documented with screenshots. This social digital corpus will inform linguistic analysis of the patterns of slang language and the language of the contemporary youth.
2. Observation: Observation of students in the school setting is to understand the social use of the language and conflict language when interacting with peers and teachers.
3. For the In-Depth Interviews, I have conducted semi-structured interviews with 5 teachers with the intention of gathering their perspectives on the students' use of language and how it fuels, or counters, social conflict. This helped in attaining qualitative

perspectives on the implications of the language used by the youth in school environments.

3. In the Questionnaires, a survey was conducted through Google Forms with 20 students around their viewpoints on the implications of language in digital interaction on relationships and conflicts. This serves to give a supportive quantitative facet to the qualitative findings.

Data Analysis

The analysis incorporates qualitative coding and corpus analysis.

1. In the Corpus Analysis, the digital linguistic data was analyzed using AntConc to examine the recurring language patterns of students, such as slang, abbreviations, and emojis. The analysis of the escalation and the de-escalation of social conflict was analyzed in conjunction with the frequency of certain words and phrases used.
2. For Coding and Categorization, data was collected through interviews and observations which was then themed to outline the conflicts triggered by language, the conflict resolution, and the perception of language across generations.
3. Thematic Analysis: The outcome synthesizes the findings in relation to primary ideas. These ideas include youth language, social identity, and conflict in the digital age, using social and linguistic theorists to frame the data analysis.
4. Validation: Findings are validated through triangulation, where the corpus, interviews, observations, and questionnaires are compared. This methodological approach adds to the findings' reliability and the overall credibility of the study.

Ethical Considerations

In the study, ethical practices are maintained by observing participant confidentiality and obtaining consent. All student and teacher data are aggregated to anonymize identity, and all participants are apprised of the study's intent and their ability to withdraw at any point.

RESULTS AND DISCUSSION

This portion exhibits the research's findings on the social conflicts caused by youth discourse in the digital environment as it relates to the social interaction on varied communication platforms. The following notes describe the data obtained through some observations, interviews, and corpus-driven approaches. The focus of the data revolves around the social conflicts resulting from the variation(s) of the language slang, shortened forms, code switches as well as the emojis in the school and digital environments.

Social Conflict Forms Due to Teen Language Use in School and Digital Communication Platforms

Social Conflict in the Observation Data

In the research findings from the analysis of observational data, interactions between adolescents in various situations involving participants in the school environment revealed that in contexts such as joking, debating, chatting, discussing, and doing assignments, the participants used a variety of language that caused social conflict, as shown in the following table:

Table 1. Social Conflict in Observations of Youth Language Use

Participant	Context	Language Used	Conflict Type	Response from Peer	Impact
P1, P2, P7	Joking	"Anjay, gila ng!", "ngakak njir, oleng co' bangsat"	Verbal Misunderstanding	Response with laughter	Debate arose
P3, P6, P1	Debating	"Gas Bacot!", "Jg pake dia, toxic!", "Biawak songong!"	Bullying, Social Rivalry	Raised voice, protest	Physical violence, raised voices
P2, P17	Chatting	"Jangan Baperlah", "Baperlo... kadal!"	Non-verbal Misunderstanding	Laughter, discomfort	Minimal response
P3, P20	Discussion	"Ah noob! LOL", "Bo dapa Tim cupu"	Bullying, Social Identity	Laughter, response	Debate arose, participation declined
P4, P10	Task Completion	"Ba krja juga Tahe!", "Til*lo Sepulang tip-x. njir!"	Social Identity, Bullying	Anger, annoyance	Participation reduced, avoidance
P4, P5	Discussion	"Wey, noob silent jo!", "ng gas jo trus tapu"	Bullying, Social Identity	Protest, response	Debate arose, raised voices
P7	Joking	"Bacot trus ng, gila"	Misunderstanding	Raised voice	Raised voices
P8, P11, P15	Task Completion	"Bocil, Hp gacor data miskin.", "Jancok. Kita trus. GG!", "asli, kocak!"	Bullying, Social Rivalry	Anger, mockery	Physical violence, raised voices
P9, P13, P18	Discussion	"Aku oke si', bet jangan drama co'.", "Gokil suhu!", "Ngekill satu RT"	Misunderstanding, Social Rivalry	Protest, isolation	Reduced participation, avoidance
P12, P16	Task Completion	"Kingkong, salin trus. Tau beres!", "Woy revisi guk!"	Bullying, Social Identity	Anger, frustration	Debate, physical violence
P14, P19	Debating	"Bacot tolol!", "War jo!", "KYS"	Social Rivalry	Raised voice, anger	Raised voices

The table above shows that the use of language variations often used by participants, such as slang, abbreviations, code-switching, and code-mixing, provoked reactions that triggered conflicts among adolescents. The following is an analysis of the forms of conflict arising from language use in the context of student interactions at school:

Key Findings:

- a) Joking Context: The interactional slang terms, “Anjay” and “ngakak njir” at times created some communication gaps and clashes. Ideationally, the use of youth slang was not a problem, but the use of the pejorative “bangsat” created a lexicon-syntactic construct that would be interpreted as hostile and clash provoking.
- b) Debating Context: In the context of academic debates, the escalation of conflicts to the point of physical violence was aggravated by the use of phrases "Gas Bacot!" and "Biawak songong!".
- c) Discussion Context: In the context of social interactions, the use of phrases "Noob" and "LOL" socially stratified individuals and resulted in verbal conflicts that caused the individuals to withdraw from the interaction.
- d) Task Completion Context: Task discussions where the phrase "Bocil, Hp gacor data miskin" was used not only constituted an insult, but also caused deep emotional pain that led to the individual’s withdrawal from the group.

Social Conflict in In-Depth Interviews Data

In interviews, teachers revealed how social conflict was been exacerbated by the generational gap and violence in the use of digital language on social media platforms such as WhatsApp, Instagram, and TikTok. A number of themes emerged from the interviews and the in-depth qualitative analysis.

Table 2. Category of Social Conflicts from Language Use in Interviews

No.	Code/Label	Interview Quote	Conflict Type	Analysis/Category
1	Generational Language Difference	"Anak-anak remaja gen Z, sering menggunakan bahasa remaja... ada ‘OTW’, ‘santuy’, ‘gaje’..." (Teacher 2)	Cross-generational Misunderstanding	Generational language gap
2	Generational Language Difference	"Bahasa zaman saya itu kata yang di balik-balik, misalnya pulang jadi ngalup, makan jadi nakam..." (Teacher 1)	Creative language differences	Generational style shift
3	Generational Language Difference	"Setiap generasi pasti menggunakan bahasa yang berbeda..." (Teacher 3)	Cross-generational Misunderstanding	Awareness of language change
4	Youth Language in Media	"Di media sosial, gue suka pake ‘LOL’, itu singkatan dari Laughing Out Loud..." (Teacher 2)	Identity, Misunderstanding	Use of digital abbreviations
5	Youth Language in Media	"Kadang-kadang saya pakai stiker, kalau ada yang lucu, saya pakai stiker tertawa..." (Teacher 1)	Non-verbal Misunderstanding	Emoticons and sticker use
6	Youth Language in Media	"Bahasa yang sering dipakai oleh siswa itu seperti ‘anjay’, ‘anjrit’..."	Identity, Misunderstanding	Popular slang usage

(Teacher 3)				
7	Youth Language in Media	"Saya sering menggunakan kata-kata seperti 'gaskeun' atau 'spill dong'..." (Teacher 4)	Identity, Misunderstanding	New youth slang terms
(Teacher 5)				
8	Youth Language in Media	"Saya menggunakan bahasa yang biasa saya dengar di media sosial..." (Teacher 5)	Cross-generational Misunderstanding	Generational divide in language use

Key Findings:

- a. **Generational Language Differences:** Teachers noted that generational gaps in language use often led to misunderstandings. Terms like "OTW," "santuy," and "gaje" used by Generation Z students were unfamiliar to older generations, causing confusion and misinterpretation (Table 2, Item 1).
- b. **Use of Abbreviations and Emojis:** The use of terms such as "LOL" and various emojis posed difficulty for teachers, as they did not understand the students' emotional framings. Symbols, such as 😞, caused confusion, and emotional misunderstandings occurred more often than students and teachers intended.
- c. **Informal Language and Lack of Context Awareness:** Teachers reported that students' use of informal language in classrooms inappropriately, and in a context that they felt was more formal, caused students' anger and tension. Teachers felt that informal language such as, "anjay" and "tahe", as well as other expressions that belong to a register of a language, could cause negative emotional responses, and discomfort (see Table 2, Item 6).

Interview findings show that language use in the physical and digital domains of school impacts students' attitudes toward authority, peer relationships, and social norms.

Social Conflict and Language Use

Research in the domain of social conflict showed that in and out of school, conflicts were largely a result of language use, including slang, abbreviations, and emojis. The study was able to frame and highlight several central themes toward these conflicts, including:

- a. **Generational Disparities in Language:** A communicational rift occurred as a result of the gap between the generations of students and teachers. Teachers experienced tensions with students over language that they perceived as rudeness or inappropriate
- b. **Non-Verbal Communication in Digital Spaces:** In digital communication channels like WhatsApp and Instagram, the incorporation of emojis and stickers as characters in communication seems to foster misinterpretations and ambiguity, especially due to generational differences in the understanding of these symbols.
- c. **Language as a Marker of Identity:** Students' use of digital language in the form of memes, slang, and abbreviations, as well as the uneven acknowledgment of these modes of communication, escalated tensions in interactions when teachers and peers did not comprehend or accept these communicative forms.

Table 3. Ethical Language Use and Character Education

No.	Code/Label	Interview Quote	Conflict that Arises	Analysis/Category
1	Language Ethics	"I feel upset when they think 'Anjay' is just a joke, but it's inappropriate." (Teacher 4)	Identity Social, Misunderstanding	Disagreement on language ethics
2	Language Ethics	"Sometimes they don't know boundaries when speaking,	Social Misunderstanding,	Ignorance of social boundaries

		like using curse words in front of teachers." (Teacher 2)	Disrespect	
3	Character Education	"I reprimand them if they use inappropriate language, but I do it politely." (Teacher 1)	Non-Verbal, Respect	Teaching respectful language
4	Character Education	"I try to follow the times and advise students on how to use proper language." (Teacher 2)	Language Socialization	Adapting language education

Key Insights:

- a. Language Ethics and Social Norms: The language ethics concerns demonstrated by teachers highlight the problem of informality and the use of vulgar expressions in communication, particularly in school, which involves oversight and control.
- b. Character Education through Language Use: Teachers perceived the advocacy of mindful language use during interactions as a form character education and moral guidance, particularly when addressing adults.
- c. Generational Conflict over Language Use: The friction surrounding language use between students and teachers is a strong indicator of underlying conflict surrounding issues of identity and containment, especially relating to the perceived control and use of language across different generations.

The data collected from both observations and interviews corroborate the proposition that youth digital language substantially influences the social dynamics and disputes in classrooms. To recap, the results indicate that certain communicative practices involving variations, like slang, abbreviations, and emojis, spark social discord both in-person and in the digital presence of school. This illustrates the tensions that social digital language practices in educational contexts presents. The complexities of communicative practices and integrational tensions include socially discord digital practices. The subsequent section will articulate the ramifications of the results, and possibly, the social discord in school that stems from youth language practices.

Discussion

Social Conflicts in School Environments

Results showed that students using slang, shortcuts, and emojis fosters social tensions between students, and between students and teachers. While it may appear unusual, (Elrio, 2019) mentions social conflicts may arise because he empirical breach of social order or an informal social order. Tensions certainly arise in schools wherein there are social expectations of polite and respectful interactions and the casual, slang-infused youth vernacular dominates communication. Terms like “Anjay,” “Bacot,” and “Tahe!” are certainly youth vernacular and matured slang, but they are not appropriate in the school setting and lead to tensions with teachers. Politeness is a form of behavior that establishes and maintains comity. It enables the participants to engage in interaction in an atmosphere of relative harmony (Leech, 2014).

Findings also align with (Goffman, 2017) explains lack of verbal communication can lead to issues of disrespect or conflicts. In classrooms with disrespectful or nonchalant communication styles students often engage in disputes. Examples of disrespectful communication such as “*Cupu*” or “*Biawak songong*” illustrate a larger point about the use of language as a social weapon to establish dominance. Interpersonal disputes and social tensions can be created as a result of this flexible social communication (Arung, 2019).

Meanwhile, In the context of non-verbal communication in schools, which plays a role in shaping perceptions and triggering conflicts, angry facial expressions, gestures with fingers or other body parts, and showing indifference or even avoiding eye contact can lead to misunderstandings or social tension between students.(Siira, 2013). When no words are spoken, but body language shows antipathy, teenagers refer to this attitude as the silent treatment, the aim of which is to punish others not through action but through silence. (Ukhtin, 2021)

The issues in question are also supported and expanded on by (Cosser, 1957) and his work is still relevant to this day. Conflicts in schools can arise without a word being spoken. Students are often classed or shifted and are overlooked which can lead to compulsive bullying. The study showed a significant number of students choosing to disengage from communication and express their defiance in distorted body positions or by attempting to bully a target by inflicting the silent treatment. This is problematic as it can create and amplify hostile environments in schools.(Wood, 2004)

Social Conflicts in Digital Platforms

There is no clear resolution regarding social conflicts, especially concerning the use of youth language on WhatsApp, Instagram, and TikTok. Conflicts are more likely to emerge in any form of digital communication, as the absence of facial expressions and tone of voice leads to ambiguity and potential disagreements (Singh *et al.*, 2024). This is similar to the situation described in (Lewis, 1956) work on non-verbal communication, where paranoia and discord result because the recipient of a message does not understand or recognize the emotional meaning and intent of a message cloaked in a digital form, such as an emoji or sticker.

As the study showed, the emoji “🙄” sign can be contextually interpreted in many different ways on TikTok. While one person may view an interpretation as funny, another may see the meaning as derisive or even mocking. The work of (Cosser, 1957) fits perfectly, as the absence of words in any message means that communication is incomplete, likely resulting in discord. The results are also consistent with (Walther, 2011), who claimed that the absence of real-time interaction and the integration of personal cues amplifies the chances of misunderstanding in a communication exchange.

(Levinson, 2019) theory on generational conflict can help explain why language use can lead to conflicts. An example can be the younger, Gen Z, population on the digital platforms using abbreviations, slang, and emojis that the older population do not understand. Differences in the understandings of language between generations can lead to frustrations and miscommunications on-and offline (Nuñez et al, 2019).This happens particularly when younger generations use language that older people perceive to be disrespectful (William, 1972). An example can be the term ‘Anjay, which in the context of interacting with students and younger generations, may be seen as a casual, harmless expression, while for older people and teachers, it can abrasive and inappropriate.

Identity Conflicts and Social Status

Findings indicate that language plays an important role in strengthening and contesting social identities (Barrett, 2003). The use of slang and youth language serves as a marker of social affiliation and conflicts arise when these language and value choices clash with social expectations. (Blomquist, 2009) formulated a theory of identity conflict that states social identity that an individual lays claim to is constructed through language and membership to a particular group. Conflicts arise when an individual or group of individuals feel their identity is threatened by the language or conduct of others. (Baldi and

Aitchison, 1983). The use of “Noob” and “*Cupu*” are attempts to assert social identity and to draw a line to keep those that are ‘different’ out from the social group.

Such findings align with (Howard-Kiaer, 2021) work, which shows that language’s function in social contexts impacts social interaction and the preservation of social order. Some students might feel they can integrate into certain social circles when they pick up slang and other digital communication styles, while those who do not use these styles might feel excluded and inferior. Social exclusion in the language code used in communication, in turn, deepens the social segregation that schools and online spaces attempt to manage (Thurlow et al, 2004); (Eren et.al, 2024).

Conflict Due to Cultural and Linguistic Differences

The research also looked into tensions associated with cultural and language differences, particularly on social media. Digital discourse not only crosses cultural and national borders, but also expands opportunities for cultural mismatches (Singh *et al.*, 2024). Theory of intercultural communication describes how differences in cultural approaches to language can create tension when people from different cultural backgrounds attempt to communicate. (Ting-Toomey, 2012) In this study, students from various cultures who used language that others did not understand not only fogged communication but also contributed to others feelings of isolation and misunderstanding.

Using TikTok and WhatsApp groups to communicate can lead to misunderstandings due to regional slang differences (Badel-Baeza, 2021). Students from different areas may use “ngana” or “kita,” and the differences can lead to the intercultural conflict. This happens when one group perceives the language of another group as rude or exclusionary and may cause misunderstandings. This finding relates closely (Spolsky, 2009) study on the lack of language harmony in a community. Social friction can result when people do not share and understand the same communication framework. (Brown and Levinson, 1988)

Generation Conflict and Misunderstanding

Lastly, (Levinson, 2019) describes how the unique use of language on various digital platforms contributes to the generational conflict. This study found that younger students are likely to use slang and abbreviations like “Anjay,” and “Bacot” in front or to address adults. This, in turn, may lead adults, teachers, or parents to see these terms as rude or disrespectful. As a result, there becomes a lack understanding of language trends in a more accepting and relaxed form, leading to discontent and conflicts. This comes from the miscommunication of differing expectations on language use in social formal and informal constructs (Howard-Kiaer, 2021).

The study also showed that teachers feel sidelined as a result of students using informal branches of language with them. This kind of tension is likely to arise from differences in language use and (Blomquist, 2009) and (Goffman, 2017) on the interrelation of language and social conflict. This is also a tension in intercultural conflict frameworks in the work of (Ting-Toomey, 2012) with respect to generational gaps in a culture. Unlike Goffman and Blomquist, Ting-Toomey focuses on the culture of communication and intercultural conflict.

Implications of the findings of the study recognize the importance and role of language in determining social conflict and order among the youth. People of different ages use language in the same order and incorrectly in both school and online platforms. (Blomquist, 2009) and (Goffman, 2017) claim that conflict peaks in social relations when

language is used to harm, disempower, or disrespect the users of a different social language or rank.

A longitudinal study could investigate the social order shifts that arise from the use of language in contentious digital spaces and the construction of youth identities. Furthermore, the effectiveness of generational language gap interventions should also be evaluated in research as well as digital literacy interventions that work with youth on appropriate language use. The evolving language of youth is something educators should get training on, with the appropriate strategies to teach youth language conflict resolution. This can include, within the teaching competences, the ability to teach the negotiation of codes within different speech registers and the social consequences of the use, and the abuse, of language.

CONCLUSION

This study has focused on the social conflicts regarding the use of teen language within schools and on informal digital platforms. This especially included slang, abbreviations, and the prolific use of emojis. The results indicate that adolescents' social use of language and their identity construction tend to be influenced by the digital environment. The observed social language variation clearly marks the expression of emotions, identity, and social bonds. However, they also present social disequilibrium, especially within the increasingly widespread tensions of differing social status generationally and interpersonally within the friend circle.

The study has noted that the use of teen language on the social digital platforms of Instagram, TikTok, and WhatsApp has a great deal of flexibility and has adapted to the rapid digital pace of communication. This has resulted in frustration within social structures, especially with adults and educators, who regard the language use as disrespectful to the formality of the context. This study asserts that social disequilibrium is not simply a matter of a generational gap, but it rests on a far deeper level of diverging communication expectations and the rapid evolution of language use driven by digital communication.

The research attends a gap within the discipline language and identity. It attempts to analyze how digital platforms influence language use and social identity. It emphasizes the need to broaden the scope of empirical studies within the language and identity scholarship. The research's use of a corpus-driven approach is a methodological advancement within the empirical studies of teen language literature. It shifts the focus of social media research to the intersection of language, social interaction, and youth communities.

The implications of the research necessitate the inclusion of digital literacies and the critical understanding of language relationships in educational discourse. To tackle the communication gap in the study, open unscripted conversations, and civil discourse initiatives, should be established between teachers and learners. While the stakeholder of school policies should recognize and include the social implications of digital language, they should also maintain civil language policies. Parents also need to monitor and support the development of their children's communication practices, especially in relation to social media ethics.

Even though the study offers important insights it also admits to limitations, particularly affecting to the age groups and cultural frameworks. Subsequent studies should look at the different expressions of youth language and the associated social tensions across varying culture and demographic matrices. Research in this area would benefit greatly from a broader international perspective, which would likely clarify the contour of digital

language and the social world shifts that occur within the frameworks of international social relationships.

This study contributes to a burgeoning figure of literature focused on the disjuncture between teen language, the digital world, and the social conflict that arise in the industrial era. The study contributes to the growing understanding that proactive and intentional measures are needed to provision a communication landscape that supports teenager and helps alleviate the social conflict that arise from teen language in the digital era.

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