From International Students to English Teachers: Identity and Digital Literacy Practices in Indonesian Pesantren

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Abstract
This research stems from the increasing number of international students globally. For international students, other roles are often created as well, namely as English teachers in Indonesia. This dual role opens up dimensions related to identity formation and digital literacy practices in English teaching in Islamic boarding schools. Although research on identity and digital literacy practices has been widely conducted, research on the dual role of international students in Indonesia and on digital literacy practices in English teaching in Islamic boarding schools (pesantren) remains very limited. This study aims to explore how international students construct dual identities as students and English teachers in Islamic boarding schools through their digital literacy practices. This study used a qualitative approach with a case study design. The participants were six international students with dual roles as students and English teachers in Islamic boarding schools. The participants came from Afghanistan, Sudan, Singapore, and Thailand and were selected using a purposive sampling method. The data were collected through self-administered interviews, observation, and documentation. The data were analyzed through three stages: data reduction, data display, and drawing conclusions. The research findings indicate that international students experience identity negotiation in their roles as both students and English teachers at Islamic boarding schools. Their identities are shaped through learning experiences, teaching practices, and adaptation to the social and cultural context of the Islamic boarding school. The study also found that digital literacy practices play a crucial role in supporting the preparation of materials and the implementation of English language learning. In addition to supporting pedagogical activities, the use of digital technology also helps participants build their self-confidence and professional identity as English teachers. These findings contributed to the development of research related to English language teaching, digital literacy, and identity construction.
Key words: Identity negotiation, digital literacy, international students, English language teaching, pesantren education

Introduction

In a globalized world, international students play a crucial role, especially in education. This is especially true in the area of English language education in Islamic boarding schools (pesantren). With the rapid development of technology, the number of foreign students continues to increase, as evidenced by the increasing number of scholarship opportunities to study abroad (Hartati & Riniati, 2022; Kusuma, 2022; Saling, 2025; Simek et al., 2026). One example is in Indonesia. Indonesia offers various scholarship opportunities for international students wishing to study in Indonesia, whether at the undergraduate, master's, or doctoral level. The scholarships offered vary widely, from those offered by the Indonesian government itself to those offered by private universities independently. This makes Indonesia a popular destination for international students to pursue their studies. During their study programs in Indonesia, international students' identities often develop, forming new identities. For example, international students often work as English teachers in addition to being students. This is due to the mindset of many Indonesians who believe that international brands are better and more attractive than local ones.

In addition to international brands, the ability to utilize learning technology also plays a crucial role in English language learning in Indonesia. International students, who also serve as international teachers, combined with their ability to operate and utilize information technology, have increasingly convinced students and fellow teachers that the quality of international teachers is superior to that of local teachers, especially in Islamic boarding schools (Madkur et al., 2024; Triana et al., 2025). Education in Islamic boarding schools differs from the general education system because students not only study but also live there. This is due to the intensive learning and deepening of knowledge. This system is not entirely positive; it has several negative aspects, including student fatigue, which can lead to unbearable drowsiness during morning or afternoon study sessions. The presence of international brands and the use of technology in English language learning by international students make learning more engaging, as teachers' identities feel more special and cultural differences can be integrated into the learning process (Limbong et al., 2024; Rashidi & Meihami, 2019). The topics of English language education and digital literacy have been widely studied, as have studies on international students and international teachers (Anggoro et al., 2025; Khan & Arslan, 2025; Nualprasert et al., 2025; Tatipang et al., 2025; Trishu & Shruti, 2021; Ying, 2024; Zen et al., 2022). However, topics exploring international students with dual identities as international students and international teachers are still very limited. Furthermore, English language learning conducted in the Islamic boarding school area by international students is still very limited. This is evidence that there is still a fairly large research gap for conducting studies related to English language learning that involve digital literacy practices by international students who have dual identities as both students and international teachers in Islamic boarding schools. Therefore, this study aims to fill this research gap. The results of this study will contribute to the deepening of theory and practice related to the study of English language education, digital literacy practices, international students and teachers, and the context of Islamic boarding schools in Indonesia, so this study leads to two research questions, namely: (1) How do international students negotiate their identities as students and English teachers in Islamic boarding schools? (2) How do digital literacy practices support and shape their roles as English teachers in Islamic boarding schools?

Methods

Research Design

This research employed a qualitative research design with a case study approach. This design and approach were chosen due to the unique case encountered in the field, enabling the collection of rich, in-depth, and accurate data (Crowe et al., 2011; Kächele, 2019; Morgan, 2022; Symonds & Symonds, 2016). Furthermore, the qualitative case study approach allowed the researchers to explore the phenomenon within its natural context and to gain a comprehensive understanding of the participants' experiences, perspectives, and interactions. It also provided flexibility in examining the complexity of the case and interpreting the data based on the participants' actual experiences.

Population and Sample

This study involved 20 participants, who were then selected into six participants using purposive sampling criteria. The participant selection technique used purposive sampling and applied criteria to obtain research participants who could serve as sources of rich, in-depth, and accurate data (Campbell et al., 2020; Etikan, 2016). Participants were selected by sending short messages via WhatsApp to

provide information about the research being conducted. After obtaining consent from the 20
potential participants, selection was conducted using the following criteria:

1. international student status in Indonesia
2. previous/current status as an English teacher in an Indonesian Islamic boarding school
3. ability to communicate in English. Following this selection, and with the selection of six participants, all six participants signed consent forms to participate in the study.

Instrument

1. Self-administered Interview

The purpose of collecting the research data was to ensure that the data collected was authentic and free from coercion. The data for this study consisted of primary and secondary data. Primary data in this study were collected through self-administered interviews, while secondary data were collected through observation and documentation. Self-administered interviews were used to gather primary data because they provided valid data based on the field and the direct experiences of the participants (Ernberg & Mac Giolla, 2023; Gabbert et al., 2022; Horry et al., 2021). They were also more flexible and provided participants with a more comfortable environment. Interview questions, in Microsoft Word format, were sent via WhatsApp message to the participants. Participants were able to answer the questions freely and comfortably at their own convenience, eliminating any pressure during the process, resulting in valid and in-depth data.

2. Observations

Regarding supporting or secondary data in the form of observations, participants were observed before, during, and after teaching English at Islamic boarding schools (pesantren) in Indonesia. Observations were conducted both online and offline to obtain rich and in-depth supporting data (Cacciattolo, 2015; Ekka, 2021; Jamshed, 2014; Mirhosseini, 2020; Zevalkink, 2021). During the observations, the researchers used field notes as a data collection tool. The notes were supplemented with photographs and videos for additional data.

3. Documentation

For other supporting data, in the form of documentation, research participants were asked to provide proof of their identity as international students and English teachers at Islamic boarding schools in Indonesia. The secondary data, in the form of observations and documentation, provided valid and in-depth research data. The primary data, in the form of self-administered interviews, were accurately supported by observations and documentation, resulting in truly in-depth and rich data (Amiraslani & Dragovich, 2022; Shabazian, 2016).

Research Procedures

The research procedure was conducted systematically through several stages to ensure that the research data were collected appropriately and comprehensively. First, the researchers identified and selected participants who met the predetermined criteria, namely international students who were teaching English at Islamic boarding schools (pesantren) in Indonesia. After the participants were identified, the researchers contacted them and explained the purpose, scope, and procedures of the study. The participants were also informed that their participation was voluntary and that the information they provided would be used solely for research purposes. Second, the researchers distributed the self-administered interview questions to the participants

through WhatsApp in Microsoft Word format.

The participants were given sufficient time and freedom to answer the questions according to their own experiences, perceptions, and situations without direct pressure or intervention from the researchers. This procedure was intended to encourage participants to provide honest, detailed, and authentic responses. Third, observations were conducted before, during, and after the participants' English teaching activities at Islamic boarding schools in Indonesia.
The observations were carried out in both online and offline settings depending on the teaching context and accessibility of the participants. During the observation process, the researchers recorded relevant information through field notes and, where appropriate, photographs and videos as supporting evidence. Fourth, supporting documentation was collected from the participants to confirm relevant information, particularly their identities as international students and English teachers at pesantren in Indonesia. The documentation was also used to complement and cross-check information obtained through interviews and observations. Finally, all data obtained from the three sources were systematically organized and prepared for analysis. The researchers reduced and categorized the data, displayed the relevant information, identified recurring patterns and themes, and interpreted the findings in relation to the research questions. To strengthen the credibility and trustworthiness of the findings, source triangulation and member checking were conducted. The interpretations generated by the researchers were reconfirmed with the participants to determine whether the findings accurately represented their experiences and perspectives.

Data Analysis
The collected research data was then analyzed through three stages: data reduction, data display, and drawing conclusions. Thematic analysis was also conducted during these stages to identify themes within the analysis, which became the research findings (Miles et al., 2014). During data reduction, the researchers carefully selected, organized, and condensed relevant information from the interview, observation, and documentation data. The reduced data were subsequently displayed systematically to facilitate the identification of patterns, relationships, and recurring meanings across the data sources. Finally, conclusions were drawn by interpreting the emerging themes in relation to the research questions and the participants' experiences.

Ethical Considerations
To validate the research findings, data triangulation was conducted through member checking and source checking. Each research question was posed to all participants, and after the analysis results were interpreted, they were reconfirmed with the participants, ensuring the validity of the analysis (Donkoh, 2023; Dźwigoł & Dźwigoł-Barosz, 2020; Fusch et al., 2018; Horák & Lacko, 2022). This process enabled the researchers to compare information obtained from different participants and data sources, thereby reducing the possibility of researcher bias or misinterpretation. Participants were also given the opportunity to clarify, confirm, or provide additional information regarding the researchers' interpretations. Consequently, the triangulation process strengthened the credibility, consistency, and trustworthiness of the findings and ensured that the interpretations accurately reflected the participants' experiences and perspectives.

Results
This study shows findings consisting of three themes for each research question. The themes for the first research question are: (1) Dual Identities as Student and Teacher, (2) Identity Negotiation as Non-Native English Teacher, and (3) Adapting to

Pesantren Context, while for the second research question are: (1) Using Digital Tools for Teaching Preparation, (2) Digital Literacy in Classroom Teaching Practices, and (3) Digital Literacy as Support for Teacher Identity.

Research Question 1: How do international students negotiate their identities as students and English teachers in Islamic boarding schools?

1. **Dual Identities as Student and Teacher**

   Interviews with research participants revealed that they felt uncertain because, as students, they felt they were not yet fully competent to teach English in Islamic boarding schools. Their lack of experience made them hesitant when they were tasked with their role as English teachers. This is reflected in the following excerpt from the interview with the third research participant:

   "*I'm confused about what to teach because I'm still learning and this is my first experience" (P3)*

   The fourth research participant echoed this sentiment, stating that being an international student still in the learning phase makes teaching challenging. This is evident in the following interview excerpt:

   "I have difficulty controlling the students. I speak Thai and am not yet proficient in English or Indonesian. This makes it difficult" (P4)

   From the interview data with the research participants, supported by observation data in the form of field notes and documentation in the form of prepared teaching materials, it is clear that teaching quality is not solely determined by international brands. In-depth knowledge and experience in the world of learning are key to successfully creating quality English language learning. Supporting data in the form of presentation slides from Canva indicates a prevalence of spelling errors in English writing. This demonstrates that competence and experience in teaching English are crucial. The typographical error in the teaching materials is evident in the following screenshot:

Figure 1: Misspelling of the word "Lerning"



This documentation indicates that students at a higher level of English began to question the quality of the international teacher. From the screenshot, it appears that there is a misspelling in the word Learning, which is written as Lerning. One letter is missing, namely the letter a. However, the typographical error was corrected during

class and during the teaching and learning process, explaining that it was an unintentional error.

2. Identity Negotiation as Non-Native English Teacher

The second theme that emerged from the data analysis for the first research question concerns the formation of identity as non-native English teachers in Islamic boarding schools. While the research participants may be foreigners, they are not native English speakers from countries where English is their mother tongue. They are also similar to Indonesian English teachers because their countries of origin, like Indonesia, hold English as a foreign language, neither a first nor a second language. This makes the research participants feel they are not English language experts, leading to a lack of confidence. Despite this, most students and fellow teachers still believe that their foreign citizenship status is a valuable asset in the English language category. Their beliefs, rooted in their environment, motivate them to position themselves as good English teachers. They feel motivated by their identity and the labels attached to them by their environment. Therefore, the research participants strive to live up to these expectations. They want to demonstrate that they are indeed worthy of being international teachers even though they are not native speakers. This is evident in the following interview excerpt from the first research participant:

"I often feel inferior because I'm considered an English expert, even though I'm just a foreign student teaching English at a boarding school, and I'm not from a native English-speaking country like America or England" (P1)

From this interview excerpt, the participants expressed feelings of inferiority due to their identity as international teachers. Excessive expectations of international brands from their surroundings, especially from students and fellow teachers, contributed to these feelings. However, these feelings motivated the research participants to learn and develop as international teachers. The research participants expressed a desire to meet these expectations by giving their best in their work. This was expressed by the second research participant in an interview excerpt, as follows:

"Working while studying is special because my major is to become a teacher. Even though it's difficult and I'm considered an English expert because of my identity, I choose to strive to become a professional teacher" (P2)

The interview data shows that the research participants are indeed studying in their major, namely becoming English teachers. Therefore, although it's difficult for them as international students, it actually motivates them to develop. This is also in line with the results of observations through field notes where the research participants were recorded as having done a lot of preparation and even teaching simulations in their dormitories with peer teaching before actually teaching students at the Islamic boarding school.

3. Adapting to Pesantren Context

The results of this study also revealed that the context of Islamic boarding schools played a role in the formation of the participants' dual identities. When they accepted jobs as teachers at Islamic boarding schools in Indonesia, they naturally had to adapt to the pesantren's environment and culture. For example, in terms of dress. The research participants were required to dress according to the pesantren's rules,

including wearing a skullcap (kopiah) for male teachers. Another example is the activities in the pesantren, which are quite different from those in schools in general. Before entering the classroom in public schools, students often line up neatly and enter the classroom, while in Indonesian Islamic boarding schools, students and teachers must first recite *istighosah*, or a collective prayer.

This helped the research participants' identities develop not only as international students and international English teachers but also as Islamic English teachers. The sixth research participant's statement in the following interview excerpt provides concrete evidence:

"I'm an English teacher, but students often call me "ustadz" or "guru" in Arabic, not "sir"" (P6)

This interview excerpt demonstrates that the identity of an English teacher is not an ordinary one, but rather a perception of being more than just an English teacher, namely an ustadz or religious teacher. This is because, in the context of Islamic boarding schools, a teacher is categorized not only as someone who simply transfers knowledge related to the subject but also as someone who understands religion and is tasked with shaping the character of students. This label provides variation in the dual identities for the research participants. The fifth research participant echoed this sentiment, stating that English teachers sometimes feel like religious teachers. This is reflected in the following interview excerpt:

"Teachers' uniforms here are different from those in my country. But it's no problem. I adapt to the culture of my workplace. It's not just the clothes, but other things I follow as well because I'm known as a teacher here" (P5)

In addition to the interview excerpt above, supporting data from field notes also show that the research participants adapted to the environment and context of the Islamic boarding school (pesantren) in navigating their dual identities as international students and teachers. The research participants adhered to the dress code, activities, and rules of teaching at the pesantren. This demonstrates that the pesantren context also plays a role in shaping the research participants' identities as international teachers.

Research Question 2: How do digital literacy practices support and shape their roles as English teachers in Islamic boarding schools?

1. Using Digital Tools for Teaching Preparation

Their dual identities as international students and English teachers at Islamic boarding schools (pesantren) created a very busy daily routine for the research participants. They spent their days teaching from morning until noon, then continuing with their studies on campus. The research participants' activities didn't stop there, as in the life of a teacher, there were many things to prepare before teaching, especially since they weren't experienced teachers. The participants still had much to learn. In this regard, digital literacy practices played a crucial role in teaching preparation.

For example, they had to prepare teaching materials even the day before their classroom teaching practice. The teaching materials they prepared varied from simple notes for writing on the whiteboard to more complex materials like PowerPoint slides and the use of Artificial Intelligence (AI). This is as expressed by the second research participant in the following interview excerpt:

"Every night I always study and prepare materials to teach the next day. It's quite complicated, but I enjoy it" (P2)

From the interview excerpt, the second research participant revealed that although being an English teacher at an Islamic boarding school is complicated for her, she enjoys the activity. He, who previously focused solely on lectures and preparation, now had to prepare for teaching, such as preparing teaching materials for the next day. This aligns with the statement of the third research participant, who revealed that artificial intelligence (AI) significantly assisted his teaching preparation. He expressed this in the following interview excerpt:

"Becoming a teacher is not as simple as I imagined. There's so much to prepare and learn. Fortunately, AI has been very helpful in carrying out my duties as a teacher at an Islamic boarding school" (P3)

This interview excerpt demonstrates that digital literacy practices through the use of Artificial Intelligence (AI) play a significant role in the preparation of teaching materials for the research participants. In other words, digital literacy practices have a positive impact, supporting international students in their dual roles as both international students and international English teachers at Islamic boarding schools. In addition to the interview results, data from observations and documentation also indicate that the research participants utilize digital tools and platforms for inspiration in preparing teaching materials, including practice questions. This is evident in the following screenshot of research participants' teaching preparation:

Figure 2 Using ChatGPT to prepare English exercises



Figure 2 illustrates how the research participants used artificial intelligence (AI), specifically ChatGPT, to develop an English exercise for their teaching activities. This practice indicates that the participants integrated AI into their preparation of instructional materials. It also reflects how digital literacy practices contributed to the development of their dual identities as international students and English teachers in

Indonesian pesantren.

2. Digital Literacy in Classroom Teaching Practices

In addition to using digital tools for teaching preparation, research participants also revealed that they utilize digital platforms during the learning process. Some of these digital platforms include artificial intelligence (AI) in the form of GPT Chat, online and offline translation tools, and video and audio learning tools widely available with full internet access. The use of these various platforms is intended to improve the quality of education in Islamic boarding schools. This is as expressed by the second research participant in the following interview excerpt:

"When I teach, I often have difficulty explaining complex terms. This is due to my and my students' language limitations, so my solution is to use translation tools and YouTube videos if they relate to the concept" (P2)

From this interview excerpt, the research participant's limited language proficiency with the students resulted in challenges in some aspects of the teaching, especially when dealing with complex terms. Furthermore, they found it difficult to provide explanations to students for abstract material. However, the research participant utilized several online platforms, such as Google Translate and YouTube videos, to effectively address these challenges. The sixth research participant also expressed similar insights regarding her experience teaching English at an Islamic boarding school. She mentioned using digital tools to help her teach better. Her statement is reflected in the following interview excerpt:

"I choose to use an LCD projector as a learning medium to share my laptop screen. This way, the whole class can clearly see and understand the material I'm teaching. I usually use video, audio, translation tools, and GPT chat. All of these are very helpful in teaching English here" (P6)

From this interview excerpt, it is clear that international students, who also work as international English teachers at Islamic boarding schools, greatly benefit from digital tools and access to various digital platforms in their teaching. Furthermore, these digital literacy practices significantly assist the research participants in classroom management and, of course, positively impact their identities as English teachers.

3. Digital Literacy as Support for Teacher Identity

In addition to assisting with classroom preparation and learning processes, technology also plays a crucial role for international students who also work as English teachers at Islamic boarding schools. Through the use of technology, the research participants reported increased confidence in teaching because everything was structured and well-prepared. The limited availability of gadgets and electronic devices in Islamic boarding schools makes the use of digital tools for educational purposes highly appealing to students. The use of digital tools can even alleviate language barriers between teachers and students. This is consistent with the fifth research participant's statement in the following interview excerpt:

> *"I feel very helped by today's technology. The language barrier between me and my students makes teaching difficult, but with the help of technology, it's not a major problem." (P5)*

This interview excerpt demonstrates that the use of technology significantly supports

the careers of the research participants. Language differences between teachers and students significantly impact the learning process, especially if the research participants, who are also teachers, have a different first language than the students. However, this problem can be resolved by utilizing various electronic devices and digital platforms available on the internet. In essence, digital literacy practices for research participants support their identity as English teachers at Islamic boarding schools.

Discussion

The findings of this study indicate that the participants developed dual identities: as international students and international English teachers at Islamic boarding schools. On the one hand, they still needed to learn to develop their potential in English language education, and on the other, they were required to be professional English teachers at Islamic boarding schools. This demonstrates that identity is dynamic, not static. These findings support previous research that demonstrated that identity develops through daily activities in teaching English, experiences, digital literacy practices, and social interactions (Carpenter et al., 2020; Dastgoshadeh & Jalilzadeh, 2011; Lee, 2011; Norton, 2013; Qin & Lowe, 2021; Rodrigues & Mogarro, 2019; Shahrebabaki, 2018; Vandeyar & Catalano, 2020; Varghese et al., 2005). The context of Islamic boarding schools also contributed to the formation of these dual identities through adaptation to the environment and culture of Islamic boarding schools, such as when teaching English in the classroom (Cibro et al., 2023; Rozi & Poernamasari, 2024).

The findings of this study indicate that digital technology plays a significant role in English language education at Islamic boarding schools. This role occurs even before learning begins, and in the classroom, and is positively influenced by the use of technology. The use of digital tools and platforms can maximally support the performance of international English teachers in preparing teaching materials and also increase student interest in learning English (Wijaya & Waehayee, 2026; Wijaya et al., 2026). Furthermore, it facilitates the participants' delivery of material despite language barriers. This aligns with previous studies that found digital literacy practices in English language education have a positive impact on both teachers and students (Irawan et al., 2021; Khan & Arslan, 2025; Nualprasert et al., 2025). Furthermore, the findings of this study also revealed that digital literacy practices contribute to the formation of dual identities for international students who also serve as international English teachers in Islamic boarding schools. This corroborates previous research findings that teacher identities are formed through digital literacy practices.

While this study yielded several important findings, it was limited by the number of participants, which was only six, and only from Asia. Furthermore, the use of qualitative methods, which relied heavily on the interpretation of interview data, observations, and documentation, also limited the findings, making them incapable of generalizing to education in general and globally or being limited to this context. These findings expand existing research in the fields of English language teaching, identity negotiation, and the pesantren context by demonstrating that dual identities for international students who are also English teachers in Islamic boarding schools are formed through digital literacy practices in English language education within the pesantren environment.

This study aims to investigate how international students form dual identities as international students in Indonesia and English teachers in Islamic boarding schools (pesantren) and the role of digital literacy practices in shaping these identities. The results of this study indicate that the research participants must learn extra in carrying

out dual identities because they must study English at college level while also living their daily lives as non-native English teachers in Islamic boarding schools. The formation of this identity occurs through daily activities and also adaptation to the Islamic boarding school environment.

In addition, digital literacy practices also play a role in the formation of identities as international English teachers through teaching preparation, such as preparing teaching materials and, during teaching, explaining material using digital tools, platforms and artificial intelligence (AI). The results of this study strengthen previous studies related to identity formation and the role of digital literacy in teacher identity in Islamic boarding schools. However, this study is limited to the number of research participants obtained from several Asian countries, namely Afghanistan, Sudan, Singapore, and Thailand, and is located in the context of Islamic boarding schools. In addition, the use of research methods is also limited to the type of case study. Therefore, it is recommended that further research with similar topics be conducted to expand the scope of research participants and contexts outside Islamic boarding schools.

Conclusion

This study concludes that international students who simultaneously serve as English teachers in Islamic boarding schools in Indonesia experience a dynamic process of dual identity construction. Their identities are not formed solely through their status as international students or teachers but are continuously negotiated through their learning experiences, teaching practices, interpersonal interactions, and adaptation to the social and cultural environment of pesantren. The findings demonstrate that assuming the role of an English teacher provides international students with opportunities to develop a stronger sense of professional identity while simultaneously maintaining their identity as learners. This dual positioning enables them to negotiate different expectations, responsibilities, and social roles within the educational environment.

The study also concludes that digital literacy practices constitute an important component of the participants' identity construction and English teaching practices. Digital technologies were primarily used to search for teaching materials, prepare instructional resources, support classroom activities, and facilitate access to authentic English-language content. Beyond their pedagogical functions, these practices contributed to the participants' confidence and competence in performing their roles as English teachers. Thus, digital literacy should not be viewed merely as a technical skill but as a practice through which international students develop and express their professional identities in a culturally specific educational context.

Theoretically, this study contributes to the growing body of research on identity construction and digital literacy in English language teaching by highlighting the interconnectedness between international student identity, teacher identity, and digital literacy practices. Contextually, it extends existing discussions by examining these dimensions within Indonesian Islamic boarding schools, a setting that remains relatively underexplored in previous research. Practically, the findings suggest that educational institutions should provide supportive environments that enable international students to develop their teaching competencies and digital literacy while adapting to local cultural and educational practices.

Nevertheless, this study is limited by its small number of participants and qualitative case study design. Future research could involve a larger and more diverse group of international students, employ longitudinal designs, and examine how dual identities and digital literacy practices develop over time across different educational and cultural contexts.

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Declaration of AI use
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