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LEAD ARTICLE

A "communicative turn" in the theoretical and methodological substantiation of the media system and journalism

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Abstract
The article is devoted to the analysis of the "communicative turn" in media systems theory which, based on the continuity of the theoretical and methodological foundations formed by the "linguistic turn" and "discursive model", presents new opportunities for research of the media communication industry and for its practical activity. The article reveals that the "linguistic turn", prioritizing language as a key means of communication, had a significant impact on the development of theoretical and methodological justifications of communicative action. The author examines the features of journalist's activity in the context of multimedia and formation of new media communication models in interaction with digital transformations of the industry.

Keywords
"Communicative turn", "linguistic turn", "discursive model", new models of media communication, digital transformations.

Introduction and problem statement
Digitalization has become intertwined in everyday life, and it is rapidly improving its tools through computer technologies and artificial intelligence. This has ushered in the emergence of a digital civilization era, which, based on big data on human behavior, deals with the issues of controlling society and even, due to the achievements in the fields of biochemistry and genetics, determining prospective life forms that may inhabit the planet in the future. In the digital age,

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media and communication processes, metaphorically representing a nervous system of social and governmental structures, are of considerable importance (Vartanova, & Tkacheva, 2004; Vartanova, & Gladkova, 2022, 2023; Volkova et al, 2021). In this vein, it is important to analyze the patterns of media processes amidst the rapid development of network society which serves as a foundation of the digital civilization.

The logic of formation and development of new ideas in the scientific environment goes through several stages. It begins with the expressions of dissatisfaction and misunderstanding, which are conveyed through controversy and responses, and culminates in substantive discussion. Theoretical understanding of communication action in the media industry develops in accordance with the stages of the flow of new ideas (Habermas, 2022).

In regard to the development of media communication theory, particularly in relation to the new nomenclature of the scientific specialty "media communication and journalism" proposed by the Higher Attestation Commission (VAK), we are currently at the initial stage of deliberation. Preceding the discussion on the subject of media communication theory, we clarify a definition of the theory of communicative action, which "is not a metatheory but the beginning of a social theory concerned to validate its own critical standards" (Habermas, 2022: 19).

The idea to view the theory of communicative action as the beginning of a certain theory of society can be considered as a methodological justification for a theory of a new digital society, which nowadays is transforming into the society of mass and at the same time personalized communication. For instance, the emergence of information and communication user groups represents a novel form of organizing virtual reality and actual reality through computer-mediated social networks (Baychik, 2023).

During the pre-digital era, theoretical understandings of the information and communication sphere were considered as a derivative of socio-economic relations. In the fourth period of the computer revolution and on the initial stage of its fifth mode, information and communication technologies, transforming into the independent productive force, affect social relations and largely determine a new system of social, industrial, and economic relations (Vartanova, & Tkacheva, 2004). Considering as one of the components of the digital economy, information and communication digital technologies these days are evolving into its fundamental basis (Gladkova, & Cherevko, 2020; Vartanova, & Gladkova, 2023). This statement is confirmed at least by the fact that revenues from implementing management decisions based on digital methods exceed those of the entire sectors of the real, production economy. Presumably, this may

be explained by the involvement of a spiritual and informational component in the construction of a new media system for managing society.

According to the methodological foundation which states that application of the theory is not only an intra-scientific process but a social one as well (Habermas, 2022), the theory of communicative action "is intended to make possible a conceptualization of the social-life context" (Habermas, 2022: 20). Due to the digital transformations related to the emergence of computerized civilization, communicative communities, formed on the basis of similar tastes, needs, and interests among social network users, represent a "combined model of social cooperation".

The "linguistic turn" in justification of the social communication theory

The development of communication theory was significantly influenced by the "linguistic turn", which fostered research for theoretical and methodological justifications of the communicative action, in essence, the theory of social development, a new round of civilization, and prioritized language as a key means of communication.

The impact on the development of the "linguistic turn" in the social cognition was exerted by "discursive turn", which enriched and expanded the possibilities for theoretical justification of the civilizational development of the society. Perhaps, modern processes of improving speed and increasing intensity of communication may occur due to the fact that the "inner world" of individual's self-consciousness is formed through communication, including interpersonal and technological, computer-mediated forms of communication, with other individuals. The information and spiritual world is not an immanently inherent property of individual, the "inner self" arises through social interaction in a specific society. A prerequisite for the development of "self-communication" is a society, which stimulates and cultivates the individual's need for strengthening spirituality and harmonizing the inner world development.

The process of constructing "inner world" of the individual and developing certain type of self-consciousness proceeds within the framework of a "discursive model". Its algorithm of formation was taken as a basis of the "discursive turn" concept proposed by Romano Horace Harré, the British philosopher and psychologist known widely as Rom Harré. Conditioned by the cultural and social context, as Rom Harré claimed, a self-model has a discursive character, and it is a product of a certain kind of communication (Stepin et al., 2010). In comparison to the definition of the concept "communication", the "discourse"

definition is broader and more polysemantic as it includes, along with linguistic characteristics, a social component. Additionally, the discursive model operates in the context of transformation of social relations. By means of information and communication, digital technologies, personally-motivated communication assumes socially significant, public character (Kolomiets, 2014). In other words, the "discursive model" provides facilities to promote communication to a significant socio-political level. Personalized communicative action transforms the subject's personally motivated participation into media public spheres, which hierarchize the horizon of possible communications and at the same time erase its boundary (Habermas, 2022).

The "communicative turn" as a basis for middle-range theory

A new stage in the justification of the theory of digital civilization society can be designated as the "communicative turn". It complements and develops the "linguistic turn" and the "discursive model" to the status of the middle-range theory, which is a kind of mediator between theoretical and methodological foundations, working hypotheses, and a set of empirical data. The middle-range theories should not only combine broad theoretical foundations with working hypotheses that are formulated in the course of empirical research, but also offer an algorithm, humanitarian technologies and implementation of ideas embedded in the theoretical and methodological concept, in particular, serve as a basis for the development of communicative strategies of certain channels of the media system (Dugin, 2017b).

Based on the proposed understanding of the middle-range theory, the "communicative turn" contributes to the formation of a communicative media model and serves as a methodological construct for capturing and displaying the trends of mediatization of society. Through the expansion of the scale and scope of artificial intelligence technologies (Frolova, Ilchenko, & Striga, 2023), the communicative turn creates a "combined model of social cooperation" and identifies interrelations in the "man-machine" system considered as one of the most significant characteristics of digital civilization.

One of the primary research directions for a comprehensive study of the media communication industry could encompass various aspects of study of visual and expressive means in cinema and television, use of time-tested theoretical foundations of the screen art theory, and examination of film language and a figurative structure of screen works. It is challenging, if not impossible, to create content which would evoke reciprocal feelings, deeply affect personal experience, and stimulate imagination without using a wide range of visual

and expressive means of screen art. With the introduction of artistic criteria for evaluating screen works within journalistic practice, television correspondents are forced to obtain high-level skills, increase responsibility to the viewer, and consider the communicative aspect of their professional activity. Visual images and other expressive means of screen art play a pivotal role in conveying meanings. The core of these resources is the audiovisual language, which is a means of communication between a viewer and a screen as screen art is based on communication mechanisms. This theoretical foundation allows researchers in the field of information and communication media system and journalism to focus on text analysis. This approach does not raise any doubts; however, it complicates a search for the subtlest principles of communicative interaction with the audience. The audience is influenced not so much by written text or by word spoken by presenter or correspondent, as by the totality of all the visual and expressive means of the screen, its figurative structure, in professional slang – by the "picture". Researches indicate that a screen image has greater impact on a viewer than a text of a television work (Dugin, 2017a).

Unfortunately, a vast number of theoretical and methodological foundations, which have been developed over a century in the field of film art, a forerunner of television, are still underutilized in media communication and journalism studies. Primitive techniques, often borrowed from foreign quizzes and reality shows, are more commonly used on the TV screen than a diverse range of visual and expressive means. With the formation and development of Russian media system, digitalization and acquisition of multimedia qualities, the need to use a variety of means is increasing considerably and is becoming feasible through the combination of the capabilities of the screen, printed text, and sound characteristics of a screen work. Media communication brings together a totality of ideas, meanings, and screen images. Therefore, a comprehensive analysis of media communication nature, its functions, and structural elements can have a decisive impact on the methodological (communicative) turn, both in the theory of screen art and in the theory of journalism, information and communication media system of a country.

The phenomenon of loss of audience credibility of documents and facts

To gain a comprehensive understanding of media and communication systems, we analyze significance of the loss of audience credibility of reality, specifically of the document and fact (Gorshkov, & Petukhov, 2018). The overabundance of messages transmitted by various communication channels,

including user-generated content on the Internet, creates conditions for arbitrary treatment of facts and documents. The unprofessional interpretation of a documentary, which is traditionally considered as a representation of reality (according to Sergei Drobashenko, "the phenomenon of authenticity"), turns virtual reality into a kind of aesthetic system (Drobashenko, 1972). Therefore, there is a stable trend in modern journalism as *mockumentary*, a combination of the words "mock" and "mentary" (a part of the word "documentary"). In accordance with this trend, we can identify the emergence of the term *infotainment*, which combines the words "information" and "entertainment", as well as other combinations with the word "entertainment", such as *edutainment*, which is a blend of "education" and "entertainment".

Modern discourse related to communication and journalism activity persistently directs media towards entertainment, in particular, to perform manipulative functions (Oleshko, Mukhina, & Malik, 2023), to produce pseudo-events and pseudo-documentaries. The entertainment component, which is actively being incorporated into the domestic media practice (Gorshkov et al, 2011), is intended, on the one hand, to facilitate the perception of gloomy news events and, on the other hand, to shift the public attention from socially responsible behavior to mindless pastime, distracting the audience from thinking about socio-political and socio-economic problems, and creating conditions for manipulating them. Sociological studies indicate that all age groups of the Russian population (except old age group and young people under 20 years old) prefer to escape from problems, relax and continue their habitual "doing nothing" over all other types of activities in their leisure time (Gorshkov, Krumm, & Tikhonova, 2013).

There is no doubt that the mindless "pastime" in everyday culture must have been influenced by television: since the 1990s, "merry nineties", entertainment programs have dominated the structure of Russian TV programs. Such trend in the development of domestic television as the increase in the volume of lights genres in the broadcasting structure was detected by the television production analysts from the "Video International" company (Kolomiets, & Poluechtova, 2010).

There is another perspective that justifies incorporation of the entertainment element in TV and radio programs geared to inform, enlighten and educate the audience. Thus, a "participatory" model of communication is attained, which allows people to participate in production of information and its dissemination in mass media. The "participatory" model does not exclude professional journalists from the communication process; it transforms their traditional functions and skills, in particular, professional journalists are required to master additional

skills as discussion moderators, navigators in the information space, organizers of events, information campaigns, and etc.

The role of journalists in the new communication model

In the context of digitalization and Internetization of the media space when the "participatory" model of communication fully manifests itself, some theorists propose the ideas of "disintermediation", questioning the need for professional journalists to serve as "mediators" or intermediaries between the audience (communication communities) and information channels. According to this point of view, the refusal of journalistic mediation contributes to the formation of a communication model in social media, which is based on the reduction of the narrator role, or even on the disappearance of the narrator who stimulates an intellectual process of a deep, rather than superficial, understanding of events, phenomena, and facts of reality.

In practice, the proposed understanding of the new communication model and the role of the journalist does not stand up to criticism. The problem of the contemporary world resides in information abundance, oversaturation of the global network with contradictory, often false information. In this context, interpretation of unverified, contradictory information, opinions and facts acquire particular value. In fact, the ability to interpret the increasing flow of information has given rise to a new field of business journalism, which is known as "data journalism" or "data-driven journalism".

In contrast to the endless stream of video games and reality shows, which have flooded television screens with a superficial treatment of facts and opinions, data journalism equips the audience with new tools for visualizing statistical data and presents information with visual objectivity (Vartanova, 2019). This provides an opportunity to illustrate fascinatingly Johann Goethe's famous idea stating that figures do not rule the world, but they show us whether the world is being ruled well or badly (Eckermann, 1850). The main principle and perhaps the most prominent feature of data journalism is that information and analytical materials are based on statistical data, summaries, reports, and on a variety of background information presented in an appealing and memorable way. Having specialized knowledge in data journalism, journalists, experts, or scientists get the opportunity to give an appealing form to figures and to assist the audience in identifying and extracting socially significant phenomena amidst the "information noise", the abundance of information.

The communicator must take into consideration the main disadvantages of multimedia, including the average quality of content and a flow of featureless and inexpressive images and texts. As the information flow and the number of

information sources increase, more experts discuss a crisis in journalism, citing as arguments the decrease in the number of traditional print media subscribers, an upward trend of increasing the number of "niche", targeted information channels, and thereby transition of advertising financing on the Internet, on the electronic platforms, and in the media communication channels. The trends in media consumption force publishers and media managers to change traditional business models and look for new ways to reach a differentiated audience. Meanwhile, editorial staffs neglect implementation of a scientific and analytical component of information and communication processes in their daily activities (Kolomiets, 2020), and, as a rule, do not pay enough attention to their own development in a dynamically changing communication context. As a result, they are sometimes unprepared to create new business models and concepts for television and radio programs and editions which would meet the expectations, value orientations, and demands of the target audience.

In terms of content, there is a crisis in journalism characterized by a departure from clear author's position and balanced assessments of events. The concept of objectivity, proposed by the Western theorists, is captured and mastered by domestic mass media. However, while the cornerstone of Western theories is a postulate that objectivity manifests itself through impartiality, the audience's nerve is not touched until there is a powerful word, and the audience cannot be convinced by the indifferent report. In all seriousness, the crisis of journalism stems first and foremost from the decrease in opportunities for media to generate advertising revenue from their communication activities.

The modern communication model with its systemic network environment should not solely perform the functions of collecting and distributing information. First of all, its distinctive feature is a narrative style of reporting about socially significant stories, comments, and interpretations of events in such types, genres, and forms that allow readers, viewers, and listeners to absorb information, share it, and include it in communication activities, in other words, to take full advantage of the journalist's work. The variety of forms, their visualization and virtualization serve to help create and strengthen communicative communities based on shared thoughts, interests, and hobbies, rather than on common location.

In networked journalism, society itself performs the functions of creating and distributing information. Therefore, presentation of material, its figurative and expressive means must have such properties and characteristics that would encourage a representative of the communicative community to share it with colleagues, like-minded people. In contrast to the traditional journalist, who

worked alone at all stages of collecting, processing and interpreting information, the modern journalist acts as a "commutation node", in which many specialists and representatives of the active audience are engaged. These trends have led to the emergence of a new type of professional identity known as a "networked journalist", who is considered as a subject of networked journalism.

Professional skills are still constitutive not only for the process of collecting information at the scene, but also for the subsequent text analysis, for the semantic substance of the collected information, its thematic and genre specificity, and its target orientation.

The authorship of a message, its analysis and commentaries are determined by networked practice, which depends on the sources of information used by journalists, the expert opinion, and the audience feedback. Many of these dependencies are conditioned by work in the "global network" and mediated by computer and digital technologies. The final product of modern journalistic activity is the result of interaction between professionals and various audience groups, who cooperate and adjust the meanings in stories and messages disseminated through information and digital technologies. In these complex interrelations and interdependencies of the information and communication process, there inevitably comes a stage when it is necessary to bring together all the collected material, facts, and opinions. For this purpose, a singular "analytical voice" is required, a voice of the author of the message, the narrator of the story (not necessarily an individual author; it could be a creative team). As a result of networked journalism activity in the conditions of multimedia, a cumulative media product appears that accumulates original authors' stories enriched by interaction with various audience groups.

Having considered the characteristics of the modern journalist practice in the context of Internetization, multimedia, and rapid formation of communicative communities, we suggest that the future lies in communication models based on cooperation with various members of the audience, active participants of meaning making process. At the same time, it is important to emphasize that achieving a high level of professionalism in creating works, which could capture public interest, become a subject of public discussion, and a condition for shaping public opinion, is possible only through specialization and improvement of professional skills.

The patterns of multimedia information channels formation

Knowledge of text construction patterns in multimedia channels and features of audience perception is one of the conditions for the effective

use of various media communication channels and information and media platforms. According to the research, a multimedia or monomedia verbal-visual information news report which needs for 30 to 50 seconds of silent reading time consists of approximately 930 characters, but does not exceed 2500 characters. It has been empirically proven that a 40-seconds message of silent reading time consists of 12 sentences and 153 words; the average sentence length is 12.75 words (Sokolov, 2021).

There are other observations related to the standardized format that are also significant for the practice of media communication. This format contains a certain set of typological characteristics, such as genre, headline format, reading time, frequency of keywords in the text, degree of text originality, and etc. Remarkably, the identified patterns in the formation of the standardized format closely align with the requirements of search algorithms and audience needs (Sokolov, 2021).

The identification of the patterns in media communication is carried out by specialists in the field of media economics in accordance with a certain logic. As far as the modern media industry manifests itself as a rapidly growing commercial enterprise, media communication system develops according to financial and economic laws. In this context, a primary objective of media communication channels is to generate profit (Kolomiets, 2020), what we can observe in the operations of modern domestic print media, on television and radio (Dugin, 2021). A departure from studying the media enterprise activity as a commercial structure in favor of examining the process of creating journalistic texts is appropriate to Andrei Vyrkovsky' s scientific position. According to the concept outlined in his doctoral thesis, "it is the editorial process that is the core that determines both the very existence of the media and the effectiveness of its activities" (Vyrkovsky, 2017).

In the practical activities of domestic media, the pursuit of profit has prevailed over their social functions for several decades. As a result, profits turn into irreparable loss of the worldview and behaviour patterns of several generations of Russians. The psychological law of "induced demand" suggests that population has been habituated to mindless pastime and primitive "entertainment", which serves as a distraction from acute life problems, and shapes worldviews and behavioural patterns.

In practice, journalists rarely consider a structure and a content of a communicative media model, an optimal length of a headline, a number of words in their emails, or readable text volume of the article, reportage, or news item. Meanwhile, science has developed optimal characteristics of texts, which

can be effective for media channels, information and communication platforms and meet the features of perception of different audience groups (Sokolov, 2021).

It is appropriate to use the results of socio-psycholinguistic research, according to which an optimal "tweet" size should be 100 characters, a standard post (the most "likeable") should have no more than 80 characters, and a title length should not exceed six words for better memorization (Sokolov, 2021).

During the experiment, the subjects were able to remember only the first three and the last three words of any headline. Psychologists have also proven that the length of effective blog text should not exceed 1600 words. This number of words can be read in about seven minutes, which is determined by the length of time required for effective concentration of the reader's attention. For example, a seven-minute media material with photographs contains around one thousand words, since the number of images reduces the amount of text (Sokolov, 2021).

According to the laws of perception, a speech on television should not exceed 18 minutes, what is the time required for one-step perception of information without shifting attention to extraneous activities. The laws of information perception should be taken into account when preparing newspaper articles, TV and radio programs. The material structure, the reporter's lexical richness, and the author's analytical commentary should be clear and comprehensible to the audience, and the content elements of the modern communicative model, temporal and rhythmic characteristics of news information, and presentation of analytical material should correspond to the audience's socio-psychological perception.

The "Human Touch" technique is commonly used to reduce the distance between news events and the audience, focusing on the human aspect of any story, regardless of its topic or issue. RT ("Russia Today") frequently utilizes the technique in its news programs, which consistently captures attention of the mass audience.

The visualized component of the modern media communication model

One of the main development trends in production and consumption of media communication product is related to the fact that audience is being more focused on the visualized data (Kolomiets, 2014, 2020). Television and computer images typically contain much more information than printed text. By imbuing a message with imagery, which affects the audience feelings and

therefore generates an emotional perception of events, the visual and expressive characteristics of video communication are more firmly imprinted in mass and specialized audience consciousness. In addition, a figurative structure of the video image, which looks more convincing than a traditional newspaper and magazine text, is considered to be more credible. It should be taken into account that in recent years generations have grown up for whom visualized messages are much more familiar than printed text. The young generation of media product users prefers mainly "live" pictures taken at the scene. Thus, it turns out that visualized information is one of the most important components of the "communicative turn" of the modern media communication and journalism model.

Conclusion

The analysis of media communication and journalism development reveals that modern theory of media communication and journalism is emerging under the influence of computing and digital, and information and communication technologies. Due to the digital transformations of the media system, society turns into a distinctive combined model of social cooperation. It is characterised by new forms of organization of virtual and actual reality, created by computer-mediated social networks of the Internet, digital platforms, websites, and other constituent elements of information and digital society.

The formation of social cooperation models, taking place under the influence of digital transformations in the media sphere, will require scientific conceptualization and practical application of humanitarian technologies in the near future. This will foster further development of the media communication industry and journalism as fundamental components of digital civilization. In the conditions identified in this article, the conceptual justification of media models appears to be a productive approach to developing a new theory of communicative action based on the continuity of theoretical and methodological foundations formed by the "linguistic turn", "discursive model", and "communicative turn".

Thus, the "communicative turn" in the study of media industry gives grounds to believe that the current stage of formation and development of theory and practice of media and journalism communicative action can be considered as a methodological justification for the innovative theory of information and digital society.

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ARTICLES

Social media discourse among youth in Russia: Between Western hegemonic ambitions and struggle for traditional values[1]

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Abstract

Due to the development of digital media and communication technologies, media culture has penetrated deeply into the daily practices of people around the world. However, regardless of globalization and other megatrends of our time, national values and priorities remain significant in the media space of each state. The purpose of this study was to analyze the publications of the most popular online communities among young people on the Russian social networking platforms Telegram and VK. In total, 1,134 publications posted in 2022 were studied. That was the period after the special military operation in Ukraine started, and in the midst of the Western countries' economic sanctions

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imposition. The research method was content analysis and discourse analysis, which involved studying the content of the presented metanarratives, as well as their interpretation. Analyzing youth digital media culture, we can note its strong ideological overtones, reflecting the ideas, views and values that are enshrined in official documents and the public consciousness of Russians. Metanarratives serve the state strategic mission of the youth patriotic education.

Keywords
Metanarrative, discourse, ideology, hegemony, Russia.

Introduction
Russia is home to 39,089,719 people under the age of 23[3], i.e. those born in 2000 and later, which represents almost 27% of all Russians, confirming the important place of Generation Z in the statistical portrait of the country. This generation, born in the digital age, is directly involved in the reproduction of youth media culture as we know it. Scholars offer different time frames for naming Generation Z most often referring to the wide period from 1997 to 2012. For the proposes of this study we refer to Generation Z as those born after 2000.

Having studied the motives for media consumption of Russian youth just a few years ago, we found that the crucial needs of this generation were self-actualization and socialization in the media and communication space, which they have not separated from the social space, since the realization of personality and the formation of the identity of a 'media hominem' has a hybrid, i.e. both social and media nature (Dunas, & Vartanov, 2020). Media consumption of young Russians in terms of the use of gadgets, platforms, social networks, messengers, and video content was in line with global trends in the media market and was represented by such global giants as Apple, Alphabet, Netflix, and others.

In 2022, the status quo has changed dramatically. Some of the media companies were recognized as extremist and blocked, which happened to Instagram[4] and Facebook[5], once so familiar to Russian users, whose audience has shrunk 2.3-2.5 times in the year since the sanctions were imposed[6]. Other companies were unable to ensure the ability to pay for their services due to economic sanctions against Russian banks or defiantly left, 'canceled' Russian

[3] https://rosstat.gov.ru/compendium/document/13284

[4] Belongs to Meta company, banned at the territory of the Russian Federation.

[5] Ibid.

[6] https://www.rbc.ru/technology_and_media/24/11/2023/655f33fa9a794725f7d58b28

users, as in the case of Netflix and part of Google services. The third remained, but their products turned out to be too expensive for young people, which, for example, caused iPhone sales to drop by 48%[7].

Researchers cite various characteristics describing the collective sentiments of young people who have been 'canceled' by Western brands, leading to one most clear-cut idea: Russian youth have been taken out of their comfort zone (Karlova, Myasoutov, 2023: 1212; Lobodenko et al, 2022). On the one hand, the economic sanctions imposed on Russia paradoxically did not transform information consumption of young people significantly, as they quickly found alternative channels and sources of receiving familiar content, switching to unblocking access through VPN services or viewing content on pirate sites.

On the other hand, modern media culture under sanctions has taken the direction towards de-globalization, de-Americanization, nationalization and support for domestic producers of information goods and services, which resulted from the turn of media policy towards giving priority to national values in the legal regulation of the media sphere (Vartanova, & Dunas 2022, 2023). New geopolitical challenges revealed the relevance of patriotic education of youth, which had no chance to remain outside the content of youth media, and thus the discourse of these digital communities.

Concern about the social attitudes of young Russians in the new geopolitical realities has raised the issues of measuring the parameters of youth media culture in the conditions of transformation for the Russian academic community, including the authors of this study. Among them, the key issues are the correlation between its global and national nature, the worldview of Russian youth as carriers of hegemonic 'Western' or ideological state-patriotic values, and the description of the existing Russian media space as a discourse that reflects the values, meanings, and ideas presented in the media content that young people consume daily.

Theoretical framework of the study: Media discourse as a product of social culture

Continuing the political economy tradition of media studies, according to which media discourse reflects the socio-cultural values or ideological postulates of both the nation-state and rival countries, as well as the private interests of specific elite groups representing political or economic power in society, we move away from an understanding of ideology close to Gramsci's theory of

[7] https://www.forbes.ru/tekhnologii/483509-spros-na-iphone-v-rossii-upal-za-god-pocti-vdvoe

hegemony, who viewed it solely as a tool for manipulating the masses. We adhere to the understanding of ideology peculiar to the modern normative sociological tradition that's we consider ideology as a complex of the most widespread ideas in society, which unequivocally correspond to the interests of the ruling groups and elites but primarily represent the views of common sense (Giddens, & Satton, 2019: 222). Following more the tradition of Michael Foucault rather than Karl Marx, we believe that ideology is in some way synonymous with social discourse and discursive practices rather than with the cultural reproduction of the ruling class views. At the same time, we associate the hegemony of the West primarily with the effects of globalization, which turned out to be not so much global as centrifugal: from the global West to the global East, from the global North to the global South (Thussu, 2009; Vartanova, & Gladkova 2020), and actually took the form of 'Americanization' as a process of imposing views and values through American products of mass culture and media.

In our study, we draw on Shi-xu's definition of discourse, in which the research focus is not only on the acts of linguistic communication, but also on the context, the social, cultural and historical environment in which communicative acts take place (Shi-xu, 2022a: 20). Within this approach we use the concept of metanarrative, by which we understand a comprehensive frame that is above a specific narrative, constructed in a particular socio-cultural context and consisting of a set of narratives that form, among other things, basic attitudes, human understanding of 'right' and 'wrong' (Lyotard, 1998; Trotsuk, 2023). In the formation process, metanarratives rely on a stereotyped and abstracted cultural code correlated with the dominant value system and state ideology, society's value system, norms of morality, and other culturally significant determinants of the macro-context.

Finally, studies of national discourse cannot be imagined outside the study of cultural codes. The dissimilar experiences of the 'West' and 'East' countries lead to different value orientations, which is why Western scholars often describe the cultures of Asia, Africa and Latin America as backward or dictatorial without taking into account the religious and historical aspects of the formation of social order in them (Shi-xu, 2022a: 49). Thus, the West is more characterized by the values of individualism (Freire, 1985; Shi-xu, 2009, 2022b), while Eastern cultures value modesty and collectivism, striving for harmonious coexistence with society and nature (Shi-xu, 2022a: 50).

Intercultural differences of civilizations are explained by the confrontation of traditional values with secular-rational values and survival values with self-expression values (Inglehart, & Welzel, 2011). The first pair of values shows

the role of the state, religion, and family in the society. The second pair of values shows the degree of individualism and self-expression, the civil society development level, economic development, security, tolerance.

Russia traditionally combines features of several civilizations at once: Eastern Christian (Orthodox) and Afro-Muslim. In many respects, the complexity of defining the place of Russia and Russian national media discourse in particular is due to the multi-religious composition of the population, the historically high importance of the role of the state, as well as the values of collectivism that date back to the pre-Soviet era, and the radical post-Soviet transformation manifested in the liberalization of the economy and lifestyle (Oleshko, Mukhina, & Malik, 2023). The Russian media system has been comprehensively developed in works that explain its specificity outside the Western world (Vartanova, 2012).

Hypothesis and research questions

The first hypothesis (H1) is that under the conditions of economic sanctions, geopolitical challenges, and the 'cancelation' of Russians, the dominant metanarratives in social media consumed by young people will be aimed at the consolidation of society and primarily related to the values of patriotism. At the same time, we realized that Russian youth, having recently been part of the global media world, were reproducing a new form of patriotism that would be viable under current conditions. It is obvious that such stereotyped watchwords as 'awareness of duty to the Motherland' or 'selfless service to the country' have ceased to have the same life-defining significance for modern young people that they had before. This condition is caused by globalization, cosmopolitanism, urbanization, mediatization, and other transformational processes characteristic of nation-states to which young people are particularly susceptible. That is why the concept of so-called 'new patriotism' gains importance as a search for relevant tools to increase the patriotic sentiments of citizens, reformatting 'non-working' structures (Remarchuk, 2014; Mohov, 2019).

The first research question (RQ1) concerns the dominant metanarratives in the discourse of youth communities in social media under new geopolitical conditions. Thus, RQ1 can be formulated as follows: what metanarratives related to traditional values of Russian society are represented in the agenda of youth communities in social media?

The second hypothesis (H2) is that contemporary Russian youth media culture keeps in touch with the global agenda, referring to world-famous events and heroes, reproducing the lifestyle of young people beyond territorial boundaries, cancel culture, and political guidelines, since globalization as an

influential process of modernity was launched long ago and obviously cannot stop overnight.

The second research question (RQ2) centers around the context or packaging of crucial metanarratives, i.e., it reveals belonging to a cultural code: either national, determined by state ideology, or global, determined by Western hegemony. Thus, RQ2 can be formulated as follows: do metanarratives in the social media of youth communities refer to national or global culture?

Empirical study: Metanarrative analysis of the top Russian youth social media communities

At the first stage of our study, we formed a sample of three communities on the VK platform and three Telegram channels that had the highest engagement rate and the largest number of Generation Z representatives among subscribers[8]. A standard random week from June 20 to 26, 2022 was selected as a chronological framework for the study.

At the second stage, a content analysis of 1134 publications of the sampled communities and channels was conducted, including: *Topor 1* + (163 publications), *NE MORGENSTERN* (164 publications), *Krovavaya Barynya* (142 publications), *Leonardo Daivinchik* (96 publications), *Rifmy i Panchi* (283 publications), and *Ovsyanka, Sir!* (286 publications). Narrativization, i.e., creating a narrative about each of the 1,134 publications, and compiling a list of topics related to the publication, was carried out. Finally, media narratives were codified by metanarratives. As a result, 26 'reflections' of metanarratives were identified in the studied media texts of social media (see *Table 1*).

Table 1

List of identified metanarrative 'reflections'

Metanarrative reflected in media	Metanarrative type	Number	%
Russia is a strong country that defends its sovereignty. Its strength is based on the strong leader, stable ruble, law, order and security	Political metanarratives	404	21,7%
Family and having kids is a great happiness in life	Traditional values	140	7,5%

[8] According to TGstat (https://tgstat.ru/) and Mediascope (https://mediascope.net/) for Telegram, and Brand Analytics (https://brandanalytics.ru/) as well as VK inner statistics for vk.com platform (accessed 15 January 2024).

Russia is surrounded by enemies. The enemies are primarily the United States and the West. China is not an enemy, but should be treated with caution. Belarus is a friend	Political metanarratives	134	7,2%
Russia has a rich culture, both historically and modernly	Political metanarratives	111	6,0%
Contemporary popular culture is global. Russian youth are familiar with top American bloggers and celebrities, movies and music, as well as global brands	'Unsafe' metanarratives	106	5,7%
There are problem areas in Russia: corruption in the regions, imperfect legislation, dishonest businessmen	'Unsafe' metanarratives	98	5,3%
Russia has a rich history that must be remembered. First of all, it is necessary to keep the memory of the Great Patriotic War alive	Political metanarratives	96	5,2%
A low ranker is often in trouble: whether a big business profits from him or a natural cataclysm occurs. A low ranker needs the protection of the state and the society	Traditional values	92	5,0%
Rap or hip-hop is the most progressive music trend in Russia today, represented by talented musicians and bloggers	'Unsafe' metanarratives	91	4,9%
Childhood as a period of a person's life evokes warm associations	Traditional values	81	4,4%
Nature and animal life are fascinating and captivating in their beauty	Youth lifestyle	81	4,4%
It is always important to remain a decent person in relations with people: to be respectful, to preserve dignity, to be a reliable friend	Traditional values	71	3,8%
The passing of a person is a great sorrow, but the dead live on in our memory	Traditional values	68	3,7%
It is important to lead a healthy lifestyle, which includes active recreation, sports, proper nutrition, abstinence from alcohol and drugs	Youth lifestyle	54	2,9%
Alcohol consumption and smoking are acceptable. Especially on holidays	'Unsafe' metanarratives	49	2,6%
Outstanding athletes are people worth admiring	Traditional values	36	1,9%
The current government in Ukraine is an enemy of Russia, but this does not apply to Ukrainians as a people who remain brotherly to Russians	Political metanarratives	26	1,4%

Bloggers remind us that anyone can achieve success, fame and money	'Unsafe' metanarratives	23	1,2%
Domestic abuse is unacceptable	'Unsafe' metanarratives	21	1,1%
Speaking your mind publicly and being able to freely say whatever you think is important	'Unsafe' metanarratives	20	1,1%
Traditional patriarchal values have become obsolete	'Unsafe' metanarratives	17	0,9%
Cryptocurrencies won't do any good	Political metanarratives	10	0,5%
Education, self-development and progress are important both for the individual and for society as a whole	Youth lifestyle	9	0,5%
Perfect democracy does not exist in the West	Political metanarratives	8	0,4%
Foreign agents remain a significant part of Russian cultural and public sphere	'Unsafe' metanarratives	6	0,3%
Elders must be respected	Traditional values	6	0,3%
Total:		1,858	

Source: Authors, 2024

Political metanarratives. This group included metanarratives, which, relying on the current information agenda, ensured the influence of crucial ideological and value concepts on the comprehension of actual political processes both in the country and in the world, constitutionalizing the main postulates of ideology for mass consciousness, which is generally characteristic of political ideologies (Potseluev, & Konstantinov 2012). Political metanarratives demonstrate the most vivid example of how ideology realizes itself through the organization of conceptual schemes, building a system of interactions between routine processes and the value structure of the Russian state. The most common thesis was 'Russia is a strong country that defends its sovereignty. Its strength is based on the strong leader, stable ruble, law, order and security' found in 21.7% of the publications studied. The metanarrative combined several narratives simultaneously, including quotes from the Russian President Vladimir Putin, economic news, as well as direct references to the overriding metanarrative representing patriotism as a key value of Russian society. In addition, it is referential to the cultural code of a strong state, which corresponds to the type of civilizations where traditional values are inherent.

Another common political metanarrative is 'Russia is surrounded by enemies. Its enemies are primarily the United States and the West. China is not an enemy, but should be treated with caution. Belarus is a friend'. It was formulated by the research group on the basis of a set of media narratives, the topics of which were reduced to information about Russia's foreign policy.

A significant share of media narratives confirming this metanarrative was formed by publications devoted to the economic sanctions imposed by foreign countries against Russia, which directly affected the rights and interests of the Russian consumer. Thus, the economic agenda was highlighted through the prism of the personal interests of citizens, which corresponds to the 'human rights and freedoms' value which were infringed by the cancel culture. Among other things, the issue of Russia's economic security has been embedded in the broader context of civilizational confrontation, which is reflected in the cultural code about Russia's unique path and its opposition to both the West and the East.

The dichotomy 'friend or foe' has become one of the characteristic feature of ideological influence (Potseluev, & Konstantinov, 2012: 210) contributing to the formation of necessary views. In this context, it is especially important to take into account the fact that today's youth have no experience of global civilizational confrontation (Karlova, & Myasutov, 2023: 1211). The metanarrative 'Perfect democracy does not exist in the West', which is almost identical but still more subtle in its emphasis, exposes the problems of Western countries related to their political structure.

As a result of narrativization, another political thesis has acquired the following expression: 'Russia has a rich history that must be remembered. First of all, it is necessary to keep the memory of the Great Patriotic War alive'.

The metanarrative works through cultural and historical memory as tools for the consolidation of society on the basis of a common historical past. Involvement in a common cultural value which is the Great Patriotic War is one of the foundations of national identity and national community.

We correlate with it the metanarrative 'Russia has a rich culture, both historically and modernly', which emphasizes Russia's cultural heritage of the past and present, which is considered part of the world heritage.

Traditional values. This group of metanarratives focused on describing the significance of family and childbearing in human life. Celebrities and bloggers from both Russian and global popular culture were used as examples.

The metanarrative 'Elders must be respected', realized by the example of both domestic and foreign heroes, turned out to be widespread. Respect for

elders is an important norm of morality and ethics in many cultures around the world, but it is predominantly characteristic of Eastern culture, which again brings the issue of Russia's civilizational path into focus.

The important metanarratives in the Traditional values group were 'A low ranker is often in trouble: weather a big business profits from him or a natural cataclysm occurs. A low ranker needs the protection of the state and society', 'Childhood as a period of a person's life evokes warm associations', 'It is always important to remain a decent person in relations with people: to be respectful, to preserve dignity, to be a reliable friend'.

The first metanarrative describes a social category called 'the low ranker' which refers to a well-known cultural code in Russian literature based on the biography of an ordinary citizen, an everyday person who often becomes a victim of circumstances. The second metanarrative tells about a person in the context of childhood as a special age period. Similar to the metanarrative about the Great Patriotic War, it engages memory but not so much historical as personal, realizing the effect of nostalgia for the past. In this way a sweet memory of the childhood period is constructed forming a deep patriotic feeling which is what nostalgia is. The third metanarrative emphasizes the moral qualities of a person, describing him or her as 'decent' directing attention to the traditional norms of morality and ethics in many cultures.

All the metanarratives of the group under study place a person in a continuum of life journey, on which he or she has to face adversity, worthy moral ideals, personal circumstances, and the public sphere. Thus, different aspects of life and behavior of people in traditional societies are subjected to narrativization.

Youth lifestyle. This group reflects the current conditions of Russian youth against the backdrop of experiencing a new coronavirus pandemic, social uncertainty, and the crucial military, economic, and social upheavals of recent years. In the conditions of decreasing predictability, confidence in the future, and the possibility of realizing long-term life plans, a tendency to change axiological signs has been noted in Russian youth culture (Lisovsky, 1998: 99; Karlova, & Myasoutov, 2023: 1209). The 'desired present culture' (Karlova, & Myasoutov, 2022) already formed and based on the Western-type consumption cult due to its unsustainability has led to the unrealized aspirations of young people, which is reflected in the youngsters' social attitudes.

It should be noted that the metanarratives of this group create a very extensive comfort zone for modern youth, in which various practices of social life of young people from healthy lifestyle and sports to petting animals and self-development find a place. These practices allow young people to distance

themselves from existential experiences and accept a new image of political reality based on the images of the virtual environment (Karlova, & Myasoutov, 2023: 1220).

It is important to note that lifestyle metanarratives have been categorized into this group very conditionally. In any case, regardless of the group, many metanarratives are aimed at involving young people in the practices of new Russian patriotism and acceptance of Russia"s new geopolitical role at the international arena. At the same time, these metanarratives combine narratives expressing values and beliefs that are considered important and positive in society: free speech, healthy lifestyle, environmental awareness, and the value of education and self-development. Political culture is built on the basis of positive rather than negative patterns which ensures its unconditional acceptance and sustainability in the long term.

'Unsafe' metanarratives. This group included those metanarratives that contradict the cultural code, other metanarratives, or even entire groups of metanarratives. In our view, these metanarratives have the potential to provoke risks of doublethink, i.e. a type of speech activity in which opposing points of view coexist simultaneously. For instance, the metanarrative about the imperfection of governance in Russia's regions may potentially contradict the idea of a strong leader and his centralized power or form a judgment about the lack of integrity and system in the political structure.

Although the metanarrative about the permissibility of alcohol can be confirmed by an appropriate cultural code, especially prevalent in vernacular and, what is more, popular culture implementing the stereotype about the heroization of Russian drunkenness, it still contradicts the healthy lifestyle concept.

Excessive attention to foreign agents, coverage of their creative activities in a positive way, their inclusion in the daily information agenda offset the very status of a foreign agent as a person publicly censured for foreign influence. The same is true for the popularization of hip-hop culture that exists as a result of the globalization of American show business.

The thesis about the uselessness of men, which has become one of the most widespread in feminist discourse, is directly related to overcoming the systematic domination of men over women in various spheres of life. And it is precisely this thesis that has become the content reflecting the anti-patriarchal discourse.

Conclusion

As the research showed, the metanarratives presented in the agenda of youth communities in social media are related to the traditional values of the

Russian society. These are patriotism, family and loyalty, economic stability and prosperity of Russia, historical memory of the exploits of the Russian people. All of them are reflected in the analyzed metanarratives, which confirmed H1. There is an obvious focus on ideology as a system of the most important, fundamental for the country ideas, views and values as the main content important for broadcasting to young people. The formation of media discourse metanarratives takes place in accordance with the dominant ideological discourse.

However, the mainstreaming of traditional Russian values takes place through cultural forms atypical for the Russian soil, which generally confirms H2. The agenda of youth social media consists of topics relevant to Russian society, which also correspond to the cultural codes of the global world. They are also 'wrapped up' in a global pop-cultural form but remain understandable and close to Russia's generation Z. Global content is refracted through Russian-language rap and hip-hop music or the idle lifestyle of Russian bloggers, ironized, and integrated into the visual discourse of modernity through a semiotic form relevant to young people widely known as the meme.

It is probably more correct to speak of consensus as the basic reference construct of a multi-component digital media culture. J rgen Habermas developed a theory of communicative action, recognizing its heart as consensus based on discussion and argumentation, which is the core of communicative rationality. Habermas recognized the possibility of distorted communication that would negatively affect the social system (Habermas, 1989). Jeffrey Alexander's analysis of the civil sphere (Alexander, 2006) recognizes the possible exceptions inherent in the binary discourses that structure civil society. Some alien to the Russian cultural tradition forms such as rap as a genre of music, dark humor in a communication field, and global celebrities as opinion leaders, underwent repositioning, as the argumentation that fills the communicative action led to the versatility and inclusion of these phenomena in the national context, ending up as a subject of consensus.

One such tool is memory, which in the case of the communities under study turns out to be effective in constructing not only epic myths of past greatness, but also the image of childhood, the cultivation of heroes and attributes of the recent past. Such a reassembly evokes a nostalgia effect and comfortably connects the Russian Generation Z with the historical consciousness of the Russian people, since the depth of historical memory in the case of a young person is not a matter of principle. National identity is constructed through favorable images of the past, which serves to integrate the young Russian into the country's culture, its media discourse, history and territory.

A significant amount of the studied communities' content has a nostalgic subject matter. Nostalgia-appealing content demonstrates maximum audience engagement. Administrators of the social media communities under study skilfully manage the group memory of readers, while discussions and exchange of nostalgic memories in comments create a local, closed group memory, reminiscent of an 'information bubble' and an 'echo chamber' (Salikhova et al, 2022).

Thus, the analyzed social media communities' editorial policy based on consensus building, the formation of 'new patriotism', and the nostalgia effect is probably a deliberate discursive strategy of youth civic and patriotic education. Such policies promote the acceptance of contradictory social experiences encoded in the global world symbolic system that young people understand. Generation Z's media consumption promotes socialization through comprehension and assimilation of social experience in all its complexity, as well as self-actualization through a variety of related media practices, including listening to music, participating in discussions, and making friends.

As the analysis has shown, the online communities under study form not so much associations as unity among Russians of Generation Z or 'digital youth'. This perceived commonality is based on the traditional spiritual values of the Russian people, packaged or wrapped in forms not always typical of Russian cultural tradition, but understandable and consensually approved.

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Infrastructure discourse in Indonesian media: An ecolinguistic perspective[1]

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Abstract

Infrastructure development marks a country's progress and growth. However, there are concerns regarding the potential environmental threats posed by extensive infrastructure development, including issues such as biodiversity loss, reduction in food supply, and ecosystem imbalances. Specifically, by taking the example of Jogja-Solo toll roads (JSTR) in Indonesian mass media, this article addresses exclusion and inclusion strategies of environmental impacts in an infrastructure discourse. Using AntConc 4.2.0, we examined the 410 news media articles, collected from December 2019 to June 2023, and investigated the representation of social actors based on van Leeuwen's socio-semantics framework. The analysis showed that Indonesian mass media constructed the institutionalisation of infrastructure discourse through inclusion and nomination strategies identified from proper names and their position titles in the company. The JSTR project is also narrated as a national strategic agenda to benefit the country's economic growth by categorising the government and construction companies into one group. On the other hand, the exclusion of environmental impacts in the JSTR is identified from the categorisation strategies shown by the lexemes 'land' and 'resident' and their juxtaposition with collocates of 'monetary compensation'. This paper concludes that the repetition and rewording of particular lexico-grammatical choices and social actors are used by news

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media to construct infrastructure discourse merely from the anthropocentric interest.

Keywords
Ecolinguistics, discourse construction, exclusion, inclusion, infrastructure, mass media, social actor.

Introduction
Infrastructure is a key indicator of a government's success in fostering national development. While economic growth, as quantified by the annual Gross Domestic Product (GDP), remains a significant metric, the extent of investment in infrastructure development stands out as another prominent indicator. However, recent scholarly publications have shifted their focus towards the ecological ramifications of extensive infrastructure projects. These repercussions include biodiversity loss, water and air pollution, increased risk of droughts, urbanisation, urban heat, and increased erosion (Ersoy Mirici, 2022; Marschke, & Rousseau, 2022). Although infrastructure development undeniably drives economic progress and fuels population expansion, ultimately giving rise to urban sprawl (Menteşe, & Tezer, 2021; Spencer et al, 2023), the broader implications of this growth, including increased food demand, escalating conflicts, and ecological degradation, have yet to garner adequate attention from scholars, particularly when viewed through the linguistic lens. As rooted in the integral relationship between language and ecological systems, ecolinguistics is interested in mass media discourse and how it influences public beliefs, preferences, and perceptions toward infrastructure development.

Ecolinguistics is defined as an approach to examining (non)ecological discourse that may promote or threaten the environment (Stibbe, 2015). The conceptual underpinnings of ecolinguistics have been developed since the 19th century through the studies of interconnectedness between nature / ecological systems and the society (Poole, 2022). The advancement of critical discourse studies and corpus linguistics as methodologies in linguistics also contributes to the development of ecolinguistics. Hence, in recent studies, the term 'corpus-assisted ecolinguistics' has emerged as a means of analyzing diverse discourses that impact our environment and future generations (Poole, 2016; Alexander, 2017; Poole, & Micalay-Hurtado, 2022).

A good example of infrastructure development is the construction of toll roads, which aims to expedite travel time, enhance product distribution, and improve overall traffic efficiency (Kleist, & Doll, 2005). In the Indonesian

context, a recent toll road project aims to connect three cities: Yogyakarta, Solo, and Semarang (hereinafter shortened as JSTR, or Jogja Solo Toll Road). The construction is projected to be completed by 2024. However, the success of infrastructure is invariably contested due to its cultural and environmental impacts. The JSTR construction, despite its seemingly minor consequences, has significantly impacted over 15 archaeological sites in Yogyakarta, leading to the loss of valuable contextual data (Prariyadiyani, Kurniawan, & Baiquni, 2021).

From an ecological perspective, this infrastructure development has also resulted in the degradation of soil functionality, depletion of water resources, disruption of staple food supply, and a decline in agricultural production (Awad et al, 2023). Notably, the JSTR project's effects extend to Klaten, a city situated between Yogyakarta and Solo, where approximately 39 hectares of rice fields have been cleared, causing an annual loss of 330 tons of rice (Assidiq, 2023). The repercussions of reduced agricultural output encompass more than human sustenance; they encompass the entire ecosystem, including non-human species and their habitats, which collectively support our existence (Stibbe, 2015; Menteşe, & Tezer, 2021).

The merits and demerits of toll roads are reflected through discursive strategies within mass media. This discourse warrants comprehensive analysis, given that mass media wield substantial influence over public discussions concerning social issues, thereby shaping public perceptions and behavioural intentions (Keller et al, 2020). Nevertheless, a hypothesis is posited suggesting that Indonesian mass media tend to emphasise monetary compensation and incentives for those affected by the project, often neglecting the inseparable relationship between land, rice fields, and the ecosystem. The pivotal role of lands and rice fields as integral ecosystem components receives inadequate attention in the media's discourse. To substantiate this hypothesis, it is imperative to examine the discursive representations of the JSTR project, focusing on discernible patterns of discursive strategies prevalent in mass media. The discourse evolves through recurrent patterns, whose cumulative impact shapes individuals' perceptions of the world around them (Baker, 2006; Fajri, 2017).

In light of the context presented above, this paper aims to examine the mass media's discursive construction of the Jogja-Solo toll road as a case exemplifying infrastructure development, utilising empirical data sourced through corpus linguistics. Situating JSTR news within the realm of social practice and social action is crucial, as media wield the power to include or exclude specific social actors through language. This inclusion or exclusion, in turn, perpetuates influential social institutions that shape and constrain knowledge dissemination

on the subject (Mayr, 2008; Bernard, 2018). Within an ecological framework, the act of including or excluding social actors holds ideological significance because language plays a pivotal role in moulding our perceptions regarding the interplay between humanity and nature, the dynamics of economic growth, and the trajectory of technological progress. These perceptions, in turn, determine our behavioural patterns towards the environment (Stibbe, 2015; Fernández-Vázquez, & Sancho-Rodríguez, 2020). Thus, this paper seeks to address how infrastructure discourse, specifically JSTR, is represented in Indonesian mass media.

Literature review

Media narratives in ecolinguistics

Mass media, including newspapers, are considered authoritative sources of information due to their ability to shape public perception, influence public opinion, and impact readers' actions (Garlitos, 2020; Atabek, & Atabek, 2023; Lobodenko et al, 2023). Newspapers can emphasise or downplay particular subjects or perspectives on a matter, such as one pertaining to the environment. The foregrounding frames, or salience, can be determined by analysing the prevalence of words, as demonstrated by Liu and Huang (2022), who found that climate change in the US is predominantly presented as a scientific discourse. Conversely, the erasure of topics or frames is seen in discussions surrounding COVID-19, where news regarding food scarcity, clean water, and sanitation in UK newspapers is deliberately excluded (Chau et al, 2022). In ecolinguistics, the concepts of erasure and salience in mass media are considered narratives that shape our cognitive framework for perceiving, discussing, and interacting with our environment (Stibbe, 2015).

A recent study on salience is evident in multimodal strategies used by Nigerian newspapers (Ndinojuo, & Ikems, 2023). By involving two newspapers examined from May 1, 2019 to July 31, 2020, the study found that most news reports foreground the environment's stories, while emphasizing business and educational environment matters less. The study found that images accompanied most news stories in the environmental news, even though many of them lacked proper attribution and captions. The Nigerian newspapers featured a range of images depicting different environmental situations, encompassing water, air, land, biodiversity, and climate change. Nevertheless, the health topic stood out as the most prominent narrative, illustrating the interdependence between the environment and human well-being. This study emphasizes the significance of comprehending the visual representations of environmental reporting in Nigerian media (ibid).

Erasure demonstrates that "an area of life is irrelevant, marginal or unimportant through systematic absence, backgrounding or distortion in texts" (Stibbe, 2015: 146). In relation to infrastructure discourse, the working class and environment are often excluded. A notable piece of evidence is presented by Everett and Neu (2000) in the discourse of modernisation where indegenous, poor people, and the local are erased in the discourse. One of linguistic strategies to identify erasure is in the form of nominalisation, as shown in the phrases 'habitat degradation' and 'the introduction of exotic species' that suppress the expression of agency (Schleppegrell, 1997). In the neo-classical economy, the use of finance discourse that foregrounds 'futures', 'indexes', 'shares', and 'securities' eventually excludes the physical goods, physical matter, muscular work, material production, and the earth (Eisenstein, 2011). Eventually, that erasure creates a digital-financial hyperabstraction that liquidates the planet and the workers' community (Berardi, 2012).

The utilisation of corpus tools within (critical) discourse analysis significantly impacts corpus-assisted ecolinguistics, enabling the exploration of how specific discourse influences the ecosystem and future generations. Basically, corpus-assisted ecolinguistics is mutually influenced by critical discourse studies and corpus linguistics, aiming to map the discourse construction in big data proven in empirical linguistic analysis (Poole, 2022). Despite dichotomising the qualitative-quantitative data, corpus-ecolinguistics integrates the quantitative data analysis in further qualitative analysis aided by linguistic studies. Doing so will keep the role of linguistics as the foundation of analysis. For example, in discussing the discourse surrounding the copper mining industry in Arizona, Poole (2016) categorised the semantic domains of the keywords in the mining discourse corpora. The semantic categorisation helped analyse the interpretation of the mining company's strategies in legitimising the mining activities.

Social actors: Exclusion and inclusion

In critical discourse studies, an ample theoretical frameworkin linguistics has demonstrated the inextricable link between language, social cognition, and social practice. Within a socio-semantic framework, van Leeuwen (2008) emphasises the necessity of social practice from a social cognition viewpoint. Even though van Dijk (1998) also uses a socio-cognitive framework by emphasising the experience, memory, and knowledge of individuals and society, van Leeuwen (2008) pays more attention to the role of the social actor that is not always explicitly included or excluded in a discourse. In this way, the starting point of social actor identification is not from linguistic labels, such as Actor or

Goal, but the examination of actors or participants involved in the discourse. Participants have particular roles, but not all participants are social actors. The social actors are not always mentioned in a clause, as evident in news media that do not include readers and journalists explicitly.

The identification of inclusion and exclusion roles in representing social actors is facilitated through some strategies. Notwithstanding van Leeuwen's rigid categorisation (2008), this paper focuses on exclusion and inclusion strategies in representing social actors in Indonesian mass media about JSTR. The exclusion role is identified from backgrounding and suppression, while the inclusion strategy is examined from the nomination and categorisation. Radical exclusion is seen in the discourse by excluding social actors and their activities. van Leeuwen (2008) highlights the interconnectedness of social cognition and social practice, specifically examining how social cognition contributes to understanding how social practices are utilised for expressing social practices in texts. Social cognition is represented linguistically through particular patterns that have been taken for granted as social beliefs (van Dijk, 1998). Concerning social actor exclusion, Stibbe (2015) mentions that passives, metonymy, nominalisations, and hyponyms are often used to exclude discourse's social actors. In line with van Leeuwen's exclusion roles, Stibbe (2015) divides three erasure categories: the void, the mask, and the trace. In infrastructure discourse, questions about erasure are shown in the context of making 'goods' produced by 'services' without mentioning what is destroyed, harmed, or disturbed to make the goods (ibid). The term 'production' is also questioned in the way it erases the natural world without a trace. The total exclusion of ecological aspects in infrastructure and economic discourse becomes the concern of ecolinguistics in how language or linguistic patterns have a powerful ability to shape our perception towards the natural world. The (re)production of erasure in varied discourse eventually construct our mental and behavioural view towards the world with significant implications for how the world is treated and exploited.

Previous studies on ecolinguistics

Ecolinguistics has been applied to discuss infrastructure discourse in diverse contexts. One of the most notable examples is company social responsibility reports (CSRs), which aim to communicate the corporates' regulations on social and environmental impacts (Sheehy, & Farneti, 2021). In the European context, research on CSR in Spanish and Swedish corporates shows remarkable findings (Lischinsky, 2015; Fernández-Vázquez, & Sancho-Rodríguez, 2020). The CSRs exploit keywords, word classes, and transitivity patterns to articulate

an ecomodernist viewpoint that constructs environmental impacts as challenges solvable through technology. The dichotomy between the environment and humans / corporates is presented by excluding the environment in CSR discourse. The environment is also backgrounded or excluded in the form of object and carrier-attribute in relational processes, while humans/ corporates are shown through their agentive roles in the negotiation process and responsibility to stakeholders. The use of nominalisation was also exploited to obfuscate people's involvement in the degradation of the environment resulting from corporate activity. Notably, the interpretation CSRs in both the Malaysian and South African contexts is comparable, as evidenced by the works of Rajandran (2016) and Bernard (2018). The other recent studies on CSRs have been found in the Chinese, American, and Italian contexts during 2013-2017 (Yu, 2020).

In addition to examining infrastructure discourse, ecolinguistics has been integrated into studies on media narratives. In mass media, ecolinguistics is evident in Saudi Green Initiative (SGI) discourse (Almaghlouth, 2022), climate change in North Belgium from 2012 to 2014 (Moernaut, Mast, & Temmerman, 2019), and the representation of trees and forests in the US discourse from 1820-2019 (Poole, & Micalay-Hurtado, 2022). These studies uncover that linguistic choice in media shows the dynamic relationship between humans and the environment. People's experiences constructed through language show the inextricable association of human actions to sustain or threat the environment. In a closer study, Horsbøl (2020) exemplifies how the infrastructure discourse of wind turbines in Denmark is problematised due to 'green conflicts', such as climate change mitigation, landscape values, and local residents' life quality. Notwithstanding the thorough explanation of social context motivating the topoi strategies, the data were not presented empirically regarding statistical frequency and co-occurrences between the keywords (Horsbøl, 2020).

On the other hand, the promotional genre, as shown in hotel websites, articulates a more ecological way by involving the readers as responsible agents in the environment (Ruffolo, 2015). However, promotional discourse is often criticised for its greenwashing, as evidenced by the metaphor and metonymy of environmental advertising. Advertisers tend to involve experts' validation strategy to switch the environmental responsibility from companies to consumers (Mühlhäusler, 1999). The inclusion and exclusion of humans / nature are also evident in digital stimulation games (Poole, & Spangler, 2020). Even though the game seems to promote harmony between humans and the environment, the dichotomy between humans and natural spaces eventually eliminates ecological well-being. The human characters, represented in avatars, are persuaded to buy /

consume particular goods and facilities to store data, gain more points, and access additional features.

Studies mentioned above share some commonalities and differences regarding environmental issues and theoretical basis that contribute to data analysis ecologically. Even though the present paper takes a different issue, the infrastructure of toll road development, the global issue addressed here highlights a similar trajectory: how discourse around us constructs human-environment relationships.

Method

The corpus

This study employed a corpus-assisted methodology to identify frequent and salient language patterns within the discourse on infrastructure development, which often operates subtly beyond our conscious awareness (Poole, 2022). We constructed a specialised monolingual corpus comprised of newspaper articles tagged under the label "tol jogja solo" (Baker, 2012). At first, we examined seven newspapers by searching for articles related to "tol jogja solo" during a specific time period, as shown in *Table 1*. Each gathered article had varying quantities of tokens, which refer to the smallest units in a corpus that can be in the form of words, punctuations, or abbreviations. Nevertheless, *Jawa Pos, Suara Merdeka,* and *Solo Pos* included limited articles regarding the subject matter. Hence, four Indonesian newspapers, i.e., *Kedaulatan Rakyat, Tribun Jogja, Kompas*, and *Antara*, were selected for analysis because they had published the highest number of articles about the JSTR project.

Table 1

Comparison of articles and tokens in Indonesian newspapers

Newspapers	Number of articles	Number of tokens
Jawa Pos	3	1,047
Suara Merdeka	6	1,867
Solo Pos	19	8,170
Antara	30	13,218
Kompas	76	37,476
Kedaulatan Rakyat	88	38,540
Tribun Jogja	216	120,353

Source: Authors, 2024

The timeframe for data collection spanned from December 2019 to June 2023, aligning with the JSTR proposal at the end of 2019. JSTR played a role in the national strategic plans 2022, and the government allocated 1.98 trillion

rupiahs to implement the plan. Prior to the realisation, mass media had been broadcasting the news on JSTR, a programme slated to conclude in 2024. To ensure the quality of the data collected and minimise potential noise, we manually downloaded articles from each newspaper, saved them in Microsoft Word format, and subsequently removed hyperlinks. Manual data collection was chosen over automatic language processing tools due to their potential to introduce typographical, orthographical, and syntactic errors (Grouin, 2008).

After excluding the three newspapers with the lowest token count, we ultimately chose four newspapers, as shown in *Table 2*. Following the corpus's curation, 410 news articles were uploaded to Antconc 4.2.0 for a comprehensive linguistic analysis of keywords, collocations, and concordances (Anthony, 2023).

Table 2

General information about the selected corpora

Newspapers	*Tribun Jogja*	*Kedaulatan Rakyat*	*Kompas*	*Antara*	Total
Tokens	120,353	38,540	37,476	13,218	209,587
Numbers of articles	216	88	76	30	410

Source: Authors, 2024

Data analysis

This content analysis article is based on actual data that has been statistically demonstrated using corpus analysis results. The quantitative data served as evidence for the prominent characteristics of mass media. However, the analysis and inferences were mainly focused on the qualitative data provided in the context, as demonstrated in the concordances. The primary data analysis steps involved identifying corpus keywords through a comparative analysis between the target corpus and the reference corpus, Indonesian News 2020, which was acquired from the Leipzig Corpora website[3]. A reference corpus is a more extensive and comprehensive corpus utilised to identify keywords within the target corpus. The term "target corpus" in this study refers explicitly to the JSTR corpus. The reference corpus consisted of 1,551,427 tokens extracted from the Indonesian news corpus compiled from 2020 materials. By comparing the target and reference corpus, we may identify the terms in the target corpus that illustrate how vocabularies define a particular corpus (Baker, 2006; Subtirelu, & Baker, 2018). Statistical tests and effect size measurements were conducted, utilising keyness scores to quantify the prominence of specific words (Adamou, 2019).

[3] https://corpora.uni-leipzig.de

Once the keywords were identified, further investigation delved into the recurring co-occurrences of these keywords with specific terms, revealing patterns that transcend random chance, known as collocations (Brezina, 2018). Collocations show the habitual pairing of two words, contributing to the naturalisation of these combinations within the cognition of community language users (Poole, & Micalay-Hurtado, 2022). The LL ratio was adopted as a measurement to rank keyness and determine the statistical significance of these associations (Potts et al, 2015). The window span for detecting collocates was set at five words to the left and five words to the right (5L-5R), a widely employed configuration in collocation analysis. Besides keywords and collocations, this article also relies on concordance lines to show the contextual use of the identified lexemes and the natural phenomena of the holistic and dynamic interactions of the wordings (Frayne, 2021). In general, the method applied in this paper mainly adopted studies by Liu and Zhang (2018) and Kramar (2023), which investigated the discourse of (un)certainty about China's air pollution and agency of climate change in English media.

Results and discussion

This section presents the analysis of keywords used in Indonesian mass media to portray the JSTR project, and categorises the discursive constructions based on the shared meanings of these keywords. Out of the initial 100 keywords obtained after removing city names, personal names, and newspaper contributors, we identified 59 lexical keywords that could be grouped into distinct discursive categories. As described in the methodology section, we conducted a comparative analysis between the target corpus and a more extensive dataset to identify frequently significant words that characterise the specialised corpus we developed. Additionally, keywords offer insights into the 'aboutness' or core subject of a corpus (Subtirelu, & Baker, 2018).

Table 3

Keyword categories of JSTR corpus

Mass media constructions of JSTR	Token types	Frequency	Token samples
JSTR as a national project	31	14,660	*development, project, acquisition, execution*
Environmental impacts of JSTR	15	8,551	*village, land, field*
Monetary compensation of JSTR	13	5,871	*compensation, settlement, loss*

Source: Authors, 2024

JSTR discourses in Indonesian mass media

Thirty-one keyword types refer to JSTR as a national project. Examined from the keyness value, the first five keywords found are 'toll', 'road', 'construction', 'project', and 'section'. Since the words 'toll', 'road', and 'construction' refer directly to the chosen topic, we decided to examine the word 'project' further from its collocations. The most frequent collocates of the keyword proyek 'project' are tol (n) 'toll' (682), strategis (adj) 'strategic' (135), nasional (adj) 'national' (151), psn (proyek strategis nasional) (n) 'national strategic project' (92), and pembangunan (n) 'construction' (227). It demonstrates that Indonesian mass media tends to entail the toll road construction as the Indonesian government's agenda that has been legalised. The institutional agency demonstrates the process of rationalisation and legitimation, which allows journalists to present infrastructure discourse as a valid agenda associated with the government (Van Leeuwen, 2008. The repetition and rewording of 'project' and 'national' in the discourse portrays the salience of infrastructure construction as the government's primary goal to accelerate the country's growth. Below is an example of the concordance lines in which the word proyek 'project' is used in the corpus.

(1) *Pembangunan dua Proyek Strategis Nasional (PSN) ... bertujuan untuk menunjang konektivitas di tiga kota besar, ... kawasan 'Segitiga Emas Joglosemar'.*

The construction of two National Strategic Projects (PSN), ... aims to support connectivity in three big cities, ... 'Joglosemar Golden Triangle' area.

The example above emphasises 'Joglosemar', denoting Yogyakarta-Solo-Semarang as the 'golden triangle' area. The necessity to accelerate the connectivity between the three cities is salient in the JSTR discourse. Of the keywords and collocates of the lexeme 'project' shown in *Table 3* and concordances presented in example 1, it can be inferred that Indonesian mass media underline the role of JSTR as the government's official project. The Indonesian President, Joko Widodo, regulated the NSP through Regulation № 3, 2016, about NSP acceleration to improve community welfare.

The present study's findings affirm that infrastructure construction is often articulated confidently to voice certainty and domination. Indonesian mass media take a similar move to construction companies by juxtaposing infrastructure with success, growth, and progress (Poole, 2016, 2018). While copper mining industries in the US legitimise the plan by offering education

and scholarship to society, JSTR discourse's optimism is identified from the national strategic project that is statistically salient in the news articles. Doing so exemplifies an ecomodernist viewpoint that locates technology and infrastructure as solutions to humans and ecological problems. Toll roads, as the realisation of infrastructure projects, illustrate the common practice of technology as a means and approach to human and environmental challenges (Fernández-Vázquez, & Sancho-Rodríguez, 2020).

The frequency of the collocates *terdampak* 'affected' and *terjang* 'ruin' is lower in comparison to the collocates *strategis* 'strategic', *nasional* 'national', and *proyek strategi nasional* 'national strategic projects'. This empirical data demonstrates that mass media commonly prioritise JSTR as an accelerating project to enhance the nation's economic vitality. The current findings illustrate the institutionalisation of toll road construction, highlighting the prominent role of the government and its agency. The word frequency referring to government and official institutions is prominent in the news articles about JSTR. The prevailing discursive patterns identified from the keywords and collocations depict the social cognition constructed by media (Poole, 2022). The exposure and involvement with lexemes pertaining to governmental and official entities in the media contribute to the dissemination of an anthropocentric perspective that prioritises human happiness and demands, such as economic growth and advancement. Similar perspectives are also evident in climate change discourse, which is less popularised by Indonesian mass media compared to issues of corruption, terrorism, election, and refugee (Wahyuni, 2020).

Another discourse constructed in the JSTR news is the environmental impacts. Fifteen keyword types refer to the environment, and the five with the highest keyness value are *tanah (n)* 'land', *desa (n)* 'village', and *sawah (n)* 'field'. These keywords do not consistently denote the environmental impacts, but some are mutually dependent on others to emphasise the monetary compensation. The most frequent collocates of the lexeme *tanah* 'land' are *bidang (n)* 'area' (477), *kas (n)* 'treasury' (236), *pengadaan (n)* procurement' (209), *milik (n)* 'ownership' (116), and *pengganti (n)* 'compensation' (72). Those collocates above demonstrate that the environmental impact of JSTR is not merely about the environment but the monetary compensation as shown by the words *kas* 'treasury', *milik* 'ownership', *pengganti* 'compensation', and *pembayaran* 'settlement'. Below are examples of the lexeme land used in context.

(2) Terakhir, ada lima belas bidang tanah warga dan **tanah kas desa** (TKD) ... menerima UGR tol hingga Rp 25 miliar.

Finally, there are fifteen plots of community land and ***village treasury land*** *(TKD) … receiving toll settlement compensation (UGR) of up to IDR billion.*

Some of the lands affected by JSTR construction are owned by the village government, called *tanah kas desa* or village treasury land. Therefore, the word *kas* 'treasury' is collocated with 'land'. As seen in example 2, the government should compensate for the village treasury land through compensation settlement in billion rupiahs. This way is still closely connected to another collocate *pengganti* 'compensation' and *pembayaran* 'settlement'. The concordance analysis and collocations show that 'land' is closely associated with monetary compensation other than its function in producing staple food supply.

Lexemes of 'environment' are in conjunction with monetary compensation and land replacement settlement. The Indonesian mass media, statistically, has a greater inclination towards focusing on the settlement process of the land clearings instead of the role of the land itself in sustaining the environment. The findings of this study resonate with the study by Poole (2016). Corporations frequently employ the term 'compensation' to recover environmental impacts associated with infrastructure construction. Certain forms of compensation extend beyond monetary remuneration and encompass scholarship and educational resources, such as schools. In contrast to Horsb l's study (2020) that involves wildlife discourse in wind turbine construction, Indonesian mass media excludes the non-human species in JSTR discourse. As a social institution, mass media portray JSTR as a phenomenon that affects the society's land ownership instead of the non-human species and agricultural labourers working on the cleared lands. The mass media's perspective in portraying environmental externalities in infrastructure discourse needs to be reconsidered since news media has sway over public discourse and has the potential to shape people's views and behavioural intentions (Keller et al, 2020).

The last discursive construction of JSTR is the monetary compensation. Seen from the keyness value, keywords referring to monetary compensation are *ganti* 'compensation', *uang ganti rugi (ugr)* 'compensation money', *rugi* 'loss', *pembayaran* 'settlement', *uang* 'money', *kas* 'treasury', *musyawarah* 'discussion', *dibayarkan* 'paid', *sudah* 'already', *kerugian (n)* 'loss', *apraisal* 'appraisal', *milyar* 'billion', and *rupiah* 'rupiahs'. Some notable concordances show that compensation is strongly associated with environmental lexemes. The foregrounding of *uang ganti rugi (ugr)* 'monetary compensation' identified from the interwoven collocations between environmental impacts is exemplified below.

(3) *"Hari ini terdapat bidang tanah yang dibayarkan UGR-nya, nilainya Rp 29, miliar," ujar Kepala Seksi (Kasi) Pengadaan Tanah Badan Pertanahan Nasional (BPN) Klaten.*

"Today there are a total of 29 areas of land that are subject to tolls receiving compensation, worth as Rp. 29,8 billions", said the section chief of Klaten Land Office (BPN).

During the construction, monetary compensation to the landowners became the main attention Indonesian mass media provided. The monetary value and land area affected by toll construction are not always portrayed as a loss but also as profit. People who lost their land for the toll construction are located as participants who gain profit since they receive a particular amount of money, even some reach a very high value. Large numbers in monetary compensation serve at least one primary ideological function: associating infrastructure construction with monetary benefits directly to the land owners. The use of numbers has effectively created credible and balanced news that the media attempts to reach. Similar strategies are evident in the air pollution reports in China, where the journalists also used numbers to dramatise the health effects of the pollution (Liu, & Zhang, 2018).

The corpus analysis provided in the corpus analysis reveals that Indonesian mass media highlights the efficacy of the procurement process. The three significant discourses constructed in Indonesian mass media are not separate topics or frames, yet they concurrently shape the infrastructure discourse. The erasure of non-human species in the predominant keywords and collocations signifies the contestation between infrastructure projects and the environment (Ersoy Mirici, 2022; Awad et al, 2023). Despite narrating the agricultural workers and the ecosystem affected by the project, Indonesian mass media disproportionately focused on the compensation process to succeed in the national project. As a social institution responsible for presenting information to readers, mass media may take a different trajectory by voicing how agricultural workers find another job or their resilience in facing the massive construction. Stories about the environment can be promoted more thoroughly by discussing the types of lands affected by the toll construction. Doing so will give rise to a narrative that is better aligned with ecological principles within the societal context (Stibbe, 2015).

Social actors in JSTR discourse

Given the recurrent usage of specific lexemes, primarily to denote the JMM company, this study focuses on the JMM keyword to delve deeper into its

contextual usage. We argued that the prominence of the JMM keyword within the list implies a discourse of institutionalisation surrounding the development of JSTR infrastructure. By examining 100 instances of the keyword in context (KWIC), we identified that JMM frequently appears alongside specific social actors (Van Leeuwen, 2008). The analysis revealed that JSTR discourse excludes the voiceless agents and includes the company, officials, and government to regulate and succeed in the toll road construction.

Mass media can exclude or include particular social actors in the news they create to suit their interests and purposes concerning the readers for whom they are intended. Exclusion is divided into two main strategies: radical exclusion or suppression and backgrounding. Radical exclusion is marked by the erasure of social actors and their activities, while backgrounding is identified by not mentioning the actions or actors directly, but can be identified somewhere else in the context (Van Leeuwen, 2008). Some lexemes identified from the collocation analysis show exclusion: *milik* 'ownership', *terdampak* 'affected', *warga* 'residents', and *tanah* 'land'. In general, those words refer to the voiceless agents, ecosystem and agricultural labourers who do not own the land but those who work on the rice fields affected by the construction. Below are examples of concordances where the labourers are excluded from the news articles of JSTR.

(4) *Bidang tanah yang kena dampak tersebut semuanya merupakan persawahan. Baik milik warga maupun tanah kas desa.*

The areas of land affected are all rice fields. Both belong to residents and village treasury land.

(5) *"Lahan milik warga yang terkena dampak pembangunan jalan tol semuanya berupa persawahan dan bersertifikat hak milik," kata Ery.*

"The land belonging to residents affected by the toll road construction is all rice fields and has certified ownership rights," said Ery.

Example 4 shows the genericisation of 'areas of land' that exclude landowners, agricultural workers, and non-human species inhabiting the area. The collocation of 'land' and 'compensation' emphasises the co-occurrences between environment-related impacts and monetary compensation. The amount of money mentioned in the news shows another compensation foregrounding in the infrastructure project. A similar finding is shown in example 5, where the news media repeat and reword the monetary compensation and amount of money received by the landowners. The social actor identified in 'paddy fields' excludes the subsequent consequences of the spatial function shifts from land supplying food to toll roads.

The term 'residents' is genericised to exclude those working on agricultural lands. The residents are associated with landowners as the foregrounding participants affected by the toll road development. In addition, the ecosystem affected by clearings during the JSTR construction is also reduced into 'land'. The exclusion of land functions and non-human beings as part of the ecosystem reflects an anthropocentric perspective. Other keywords, such as 'village', 'field', and 'land area', seem to pertain to the environment, yet the terms surrounding these lexemes also refer to the land's role and status, as exemplified by 'rice fields' with ownership certificates. The legal documentation of rice fields anticipates landowners' concerns about monetary compensation resulting from infrastructure development. Therefore, it can be understood that the environmental impacts are not merely about the ecosystem but also humans' land possessions.

The analysis suggests that the environment is partially involved as a social actor in JSTR discourse. The words like 'land', 'field', and 'land area', are mentioned in the discourse in terms of their ownership instead of functions. The backgrounding of land functions that support the citizens' staple food articulate the media's exclusion strategies of the environment. In an ecolinguistic lens, the hyponym of 'land', 'field', and 'land area' shows the 'mask' as an erasure strategy (Stibbe, 2015) to omit the land functions that provide staple food supply and jobs for the agricultural labourers. The collocation of the environment with land ownership also activates the economic frame of land functions. The word 'ownership' eventually shifts the role of land as a part of the ecosystem into economic assets that can be sold and substituted into monetary compensation.

There is interdiscursivity between the erasure of environmental impacts in infrastructure and other discourses. For example, in different genres, the environment is also excluded in how politicians' discourse is loaded with words referring to finance, industry, and economy in mitigating climate change (Willis, 2017; Cunningham et al, 2022). The interdiscursivity of finance and monetary compensation in mass media and political debate reflects the backgrounding of environmental problems. Human stewardship in the ecosystem still dominates the discourse around us. In conclusion, it can be argued that Indonesian mass media articulate an ambivalent discourse by excluding environmental impacts in JSTR discourse.

On the one hand, the mass media capture infrastructure discourse's contribution to the country's wealth, but on the other hand, the stories about vulnerable actors such as agricultural labourers are excluded from the news. The statistical findings of keywords and collocations presented in the preceding

section provide empirical evidence supporting the absence of discussions on environmental repercussions within the JSTR discourse. The salience of land ownership and monetary compensation eventually transforms the ecological functions of the cleared lands into an economic frame.

The inclusion of social actors in JSTR discourse by Indonesian mass media is identified in some different strategies. Through categorisation and nomination, particular institutions and position titles are identified in JSTR discourse. Our analysis has revealed a notable prevalence of nomination (55 instances) as opposed to categorisation (45 instances). In the realm of news media, the choice of nomination highlights distinct positions, whereas categorisation establishes the JMM company in a broader sense.

The findings highlight the institutionalisation of the JSTR project, specifically through the recurrent appearance of certain nominal keywords: 'jogja solo marga makmur (JMM)', 'Indonesian land office', 'location permit', 'national strategic project', and 'makmur (JMM)'. These keywords collectively refer to a common discursive category – the government and JMM as the responsible company for the construction. The co-occurrence patterns of JMM (PT Jogja-Solo Marga Makmur) with specific proper names are evident from the collocation and concordance analysis. For instance, consider the following excerpt:

> (6) *"Fokus pengerjaan fisik tol saat ini ...," ujar General Manager Lahan dan Utilitas PT Jogja-Solo Marga Makmur (JMM), Muhammad Tilawatil Amin*
>
> "The focus on the physical construction of the toll road ...," said General Manager of Land and Utilities of PT Jogja-Solo Marga Makmur (JMM), Muhammad Tilawatil Amin on TribunJogja.com

The nomination strategy shown in example 6 is identified from the proper noun "Muhammad Tilawatil Amin" and the person's professional position as general manager of land and utilities. However, in different concordance lines, the position of the same proper name is repeated and reworded as *manajer* 'manager' (3), *general manajer* 'general manager' (17) and *direktur lahan dan utilitas* 'director of land and utilities' (6).

This categorisation further solidifies the JMM company's position and aligns it with the Ministry of Public Works and Public Housing of the Republic of Indonesia, representing the government's involvement. The evidence for this institutionalisation discourse is underscored by the lexemes referring to

the government-affiliated agency responsible for infrastructure development. In addition, JMM is also collocated with the lexemes 'strategic', 'project', and 'national', as shown in the example below.

(7) *PT Jogjasolo Marga Makmur (JMM) adalah Badan Usaha Pengelola Jalan Tol ... Proyek Strategis Nasional berdasarkan Perpres No tahun .*
PT Jogjasolo Marga Makmur (JMM) is the Solo – Yogyakarta – YIA Kulon Progo Toll Road ...National Strategic Project based on Presidential Decree No. 109 of 2020.

The specific term 'JMM' designates the company as the authorised institution responsible for the construction. Rather than choosing words associated with the company's sustainable practices during land clearing, Indonesian news media tend to portray JMM as the entity that determines the success of the government's national project. This 'nationalisation' of government-sanctioned infrastructure development underscores an ecological modernisation perspective, highlighting government entities, privileged institutions, and administrative structures as the predominant subjects in news media (Pascoe, Brincat, & Croucher, 2019). The prevailing discourse emphasises innovation and infrastructure progress to achieve economic growth.

Journalists also cite the company officials' statements as an accreditation strategy to establish the news credibility. This practice of recurrently citing the opinions of influential individuals forms a hierarchy of credibility in journalism (Baker, 2023). This strategy is prevalent in news media as journalists prioritise reporting events and capturing people's viewpoints and perspectives. It is important to note the variations and repetitions in referring to JMM officials in the context of reporting infrastructure development progress. These variations emphasise the significance of ensuring the project's success through the viewpoints of JMM officials. In addition to the aforementioned roles, other position titles that appear in the collocations with JMM include manajer humas 'manager of public relations' (4), direktorat jenderal bina marga 'Directorate General of Bina Marga' (2), direktur teknis 'technical director' (5), president direktur 'president director' (16), humas 'public relations officers' (2), and menteri pekerjaan umum dan perumahan rakyat 'the Ministry of Public Works and Public Housing of the Republic of Indonesia' (2).

Our analysis found that the corpus keywords are used interchangeably to construct JSTR as a national strategic project. During the infrastructure construction, particular societies and the environment are affected by land

clearings, but the company and government, through its officials, can succeed in the acquisition process. This optimistic voice is also evident from the keywords, such as 'location permit', 'completed', 'execution', and 'phase'. The other keywords refer to the description of the toll roads, including the length and acquisition processes. Referring to the social actors' analysis, we can sum up that the news media's selection of nominations and proper names aims to maintain the power and dominance associated with the success of infrastructure development. The media also tend to obscure the erasure of environmental impacts by constructing responsible leadership by 'overwording' the company officials and the government (Ainsworth, 2021).

During the infrastructure construction, particular societies and the environment are affected by land clearings, but the company and government, through its officials, can succeed in the acquisition process. This optimistic voice is also evident from the keywords, such as 'location permit', 'completed', 'execution', and 'phase'. The other keywords refer to the description of the toll roads, including the length and acquisition processes. Referring to the social actors' analysis, we can sum up that the news media's selection of nominations and proper names aims to maintain the power and dominance associated with the success of infrastructure development. Indonesian mass media build the authorisation discourse by foregrounding the company's success in acquiring the land (Van Leeuwen, 2008). This approach articulates media's legitimation in broadcasting the infrastructure discourse.

Ecologically, the findings of this paper show an anthropocentric viewpoint within Indonesian mass media's portrayal of the JSTR discourse. As a platform with the capacity to shape people's perceptions and behaviours toward the environment, the news media continues to emphasise the achievements of infrastructure development. The endorsement of both corporate and governmental authorities underscores the perceived necessity of the toll road project, as sanctioned by the government. On the other hand, the genericisation of land and resident excludes the voiceless agents affected by the infrastructure development, such as the agricultural workers and non-human species. Furthermore, the discourse omits specific details about the types of lands being cleared for infrastructure construction, diminishing the comprehensive understanding of the land's functions. In summary, the discourse observed in the JSTR articles demonstrates an ecomodernist perspective propagated by Indonesian news media, which prioritises expediting the nation's growth and progress.

Conclusion

This paper addresses the discursive construction of toll roads in the Indonesian context. The corpus investigation demonstrates that Indonesian mass media constructs the institutionalisation of infrastructure discourse by foregrounding the national project and its responsible names and companies. The repetition and rewording of specific lexemes are exploited in news media to frame toll roads as the national agenda that benefits the country. Ecologically, the Indonesian mass media voices anthropocentric and growthism viewpoints. The erasure of the voiceless agents, such as the environment and agricultural labourers, articulates an eco-ambivalent discourse. Notwithstanding the monetary compensation success, the environment, types of agricultural land, and water supply due to land clearings are backgrounded in the discourse.

The mass media legitimises and legalises the toll road project by nominating company officials. Though the environment-related lexemes are evident in the mass media, their co-occurrences with monetary compensation foreground the landowners and settlement paid by the government. This approach inadvertently omits the voices of marginalised agents, including agricultural labourers and non-human species that inhabit the affected land areas. This paper demonstrates how news media, as social institutions, construct anthropocentric ideology in infrastructure construction discourse. The interdiscursivity of social actor strategies between mass media, corporate social responsibility reports, and politicians' discourse articulates that human stewardship is still prevalent in discourses around us.

The current investigation was limited by the number of data and a sample scope of infrastructure discourse taken. However, this paper demonstrates a practical example of corpus-assisted ecolinguistic studies in mass media. Notwithstanding the regional topics this study exemplifies, the empirical data from corpus analysis demonstrates that the taken-for-granted discourse in mass media in portraying infrastructure construction proves that corpus discourse analysis and ecolinguistics are inextricably connected in questioning how (non)environment discourse is constructed. This research has thrown up many questions in need of further investigation. Further research regarding broader infrastructure projects in national or global contexts will provide a more thorough analysis of how diverse mass media portray the social actors in succeeding the projects. In conclusion, this research provides a concrete illustration of the application of corpus-assisted ecolinguistics in mass media.

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Investigating YouTube as a learning tool in higher education: Perceptions of pre-service teachers

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Abstract

The purpose of this paper is to investigate the effect of using YouTube as an educational tool on pre-service educators in the United Arab Emirates and further delve into various factors that might influence this impact. The methodology employed is an analytical descriptive framework, gathering data via a comprehensive 36-item questionnaire distributed to a diverse group of 486 male and female student participants. The insights gleaned from this research highlight the critical necessity of integrating YouTube into the educational process, with the cumulative mean score of responses to the scale items reaching 3.86, which translates to a proportion of 77.2%. In a compelling finding, the investigation unveiled no discernible statistical variances in the mean scores of students' uses of YouTube in relation to their field of academic study or the quality of their Internet connectivity. However, the study identified meaningful discrepancies predicated on the respondents' command of the English language or their aptitude for computer proficiency. From an overarching perspective, the research indicated that students from various academic fields exploit YouTube as an instructional resource, regardless of whether they specialize in the sciences or the arts. Consequently, the research advocates for the widespread adoption of YouTube as an instrumental learning tool in tertiary education settings and other academic environments.

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Keywords
YouTube, higher education, learning, pre-service teachers' perceptions.

Introduction
The widespread use of the Internet has changed the way people access information and interact with each other. In particular, the rise of video-sharing platforms such as YouTube has had a significant impact on how individuals consume and share content. The platform has become one of the largest sources of online video content, with millions of users worldwide uploading and watching videos daily (Tkacová, Králik, Tvrdoň, Jenisová, & Martin, 2022). In recent years, YouTube has also been increasingly used as a learning tool in the higher education system (Ahmad, Jameel, & Raewf, 2021; Hashim, Tlemsani, & Matthews, 2022). The proliferation of digital technology has resulted in a vast array of digital devices and electronic resources for instructors across the educational spectrum, including smartphones, interactive whiteboards, and tablet computers. Among these resources, YouTube, a ubiquitous video hosting platform, has proven to be an indispensable tool in the higher education classroom (Sasikala, Rajam, & Prema, 2021). Despite its relatively recent inception, having only been established just over a decade ago, YouTube has come to play a pivotal role in the expansion of the worldwide academic community and the evolving digital media landscape (Uğur & Guliz, 2020).

However, Almobarraz (2018) noted that despite the use of online YouTube in teaching and learning activities for several years across different stages, some Arab educators still regard the practice as a new norm due to their limited choice of solely relying on online learning materials, rather than being an optional resource. In addition, Kormos & Morgan (2023) argued that although the popularity of using online platforms such as YouTube for T&L purposes has increased, the effectiveness and value of the available content for educational activities on these platforms remains an unresolved matter. AL-Shehri & Al-Razgan (2017) stated that in the Arab higher education setting, YouTube became a popular online platform over the past decade, Arab educators have been using YouTube in various ways to supplement traditional teaching methods, support student learning, and provide access to educational resources. This current study sheds light on how YouTube is being used in higher education and explores the benefits and challenges of implementing this platform for educational purposes. Sharma & Sharma (2021) argued that the use of YouTube in Arab higher education has the potential to provide numerous benefits to educators and preserve educators alike. From the creation and distribution of educational

videos to the use of the platform as a research tool, to the increased accessibility it provides, YouTube has become an important resource in the world of higher education. However, Sasikala, Rajam, & Prema (2021) stated that it is important to be aware of the challenges associated with using YouTube in an educational setting and to take steps to mitigate those risks. By using the platform responsibly and strategically, educators and students can leverage the many benefits of YouTube to support their learning and achieve their educational goals.

Existing research emphasizes the advantages and challenges of using YouTube in Arab higher education. However, there is a lack of insight into how Arab pre-service teachers view YouTube's role and effectiveness in their learning and future careers. Chand, Alasa, Chitiyo, & Pietrantoni (2022) define pre-service students as 'teacher candidates'. These individuals are enrolled in teacher education programs, working towards their teaching certification. Their education involves hands-on training in real classrooms, supervised by both university professors and experienced K-12 teachers. Emerging from higher education institutions, these future teachers are in the midst of transitioning into professional educators, typically with little to no prior teaching experience.

Additionally, there is a lack of research exploring the factors that may impact the utilization of YouTube as an educational resource by pre-service teachers across the Arab region. Understanding these perspectives and factors could inform the development of effective strategies for integrating YouTube into teacher education programs and enhancing the use of digital tools in teaching practices. Therefore, this paper will examine the perspective of pre-service teachers regarding the significance and efficacy of YouTube as a tool for their education and eventual pedagogy, as well as their perceived aptitude and level of engagement in digital innovation. Furthermore, it attempts to examine the factors that may impact the utilization of YouTube in their prospective professional endeavors as educators.

The present study aims to investigate the effect of using YouTube on pre-service teachers enrolled in the Postgraduate Professional Diploma in Teaching (PPTD) program at Al Ain University in the UAE and the effect of some variables impacting it. The study attempts to answer the following research questions. *First,* how important is the use of YouTube videos in the learning process of pre-service teachers enrolled in the PPTD program? *Second,* are there any statistically significant differences in the use of YouTube by pre-service teachers in the PPTD program due to the variables of their academic specialization, their level of English language, their computer literacy, and the strength of the available Internet connection?

This study is considered significant due to the ability of pre-service teachers in the PPTD program to identify the importance of using YouTube in learning, methods of using it, the problems they face, and the ways they can be used in higher education institutions. Therefore the results of the research may add new insights and ideas to the literature regarding the use of YouTube by pre-service teachers in the PPTD program. We also believe that the study may pave the path for other researchers, especially those interested in modern technologies, to conduct relevant studies, and be of interest to universities and other educational institutions outside the UAE.

Literature Review

Benefits of YouTube Videos in Learning

YouTube is a leading video-sharing platform that affords both registered and unregistered individuals the opportunity to generate, disseminate, and curate user-created video content (Patalinghug, & Patalinghug, 2022). While unregistered users can only view and provide feedback on uploaded videos, registered users can upload a plethora of video file types, including music videos, documentaries, animations, short films, movie excerpts, and slide presentations, and create playlists for convenient access to their preferred videos. Furthermore, registered users can subscribe to channels and write their comments on videos. Given the pivotal role of videos in the educational realm, various video-sharing websites, such as Google Video, Teacher Tube, School Tube, United Streaming, MSN Soapbox, One WorldTv, and YouTube, have been extensively utilized over the years to enhance the pedagogical experience (ibid). The integration of YouTube in the teaching and learning experience offers a multitude of advantages, such as arousing students' interest, capturing their attention, promoting creativity, fostering collaboration, simulating hard-to-observe experiences, making learning enjoyable, and enhancing comprehension (Alkhudaydi, 2018).

Furthermore, YouTube provides users with access to a diverse range of video genres, including animated videos, moviemaker videos, participatory videos, and student presentations (Jenkins, & Dillon, 2013). Kormos and Morgan (2023) stated that its impact on education has been pronounced and substantial, as evidenced by numerous studies such as (Cihangir, 2021; Tess, 2013), those scholars suggested that the use of YouTube videos in the educational process can improve student englut as engagement and retention of lesson content across multiple subjects.

The numerous benefits of employing YouTube as an educational platform are apparent. By utilizing YouTube as a pedagogical tool, users can engage

in collaborative efforts to create educational content (Cihangir, 2021; Fynn, Kwegyiriba, & Mensah, 2021; Jamil, & Alazrak, 2023), educators may establish their channels, record instructional sessions, and upload them online for students to peruse, fostering a deeper comprehension of the course material. Furthermore, Qomaria and Zaim (2021) noted that YouTube can also facilitate the formation of a collaborative learning community and serve as a virtual repository of useful video resources for students. The use of YouTube for academic purposes proves to be highly advantageous for students, given its user-friendly interface, ability to engender online dialogues, and expedient accessibility to information. Moreover, Cihangir (2021) stated that YouTube's features render it a suitable platform for educational videos, as it is effortlessly simple to upload and disseminate content. In addition, the implementation of YouTube has been demonstrated to encourage independent learning, foster collaboration between students and between students and teachers, allow for personalization of the learning experience, and provide opportunities for student feedback (Norman, & Olipas, 2022).

Challenges of using YouTube in higher education

While YouTube has gained prominence and popularity as an online video-sharing platform, several studies have assessed its acceptability and usefulness among users (Ali, & Ali, 2018; Yaacob, & Saad, 2020). Likewise, Uğur and Guliz (2020) inferred that receptivity to media for instructional purposes is motivated by comfort, digital literacy, familiarity, and self-rated competence levels with digital tools. In addition, researchers identified perceived usefulness (Adeyemi, & Issa, 2020), ease of use and playfulness (Dumpit, & Fernandez (2017) and the quality of videos as other factors that must also be considered. According to U ur & Guliz (2020), the receptiveness to media for educational purposes is driven by factors such as comfort, digital literacy, familiarity, and self-assessed competence with digital tools.

Additionally, Adeyemi and Issa (2020) recognized perceived usefulness as another important factor, while Dumpit and Fernandez (2017) emphasized ease of use and playfulness and emphasized the quality of videos. These factors must also be taken into account when considering the use of YouTube. However, other scholars have addressed various challenges to maximize its efficacy. As posited by Alkhudaydi (2018) one of the most critical challenges posed by the use of YouTube in education is the credibility and reliability of the information available on the platform. The lack of a guarantee that the information presented is accurate or up to date due to the ability for anyone to upload videos can lead

to students being misinformed or exposed to outdated information. Vargas-Urpí (2021) emphasized that in such scenarios, teachers must adopt a discerning approach in selecting videos for classroom use and provide students with the tools to evaluate the authenticity of the information they encounter online. Nacak, Bağlama and Demir (2020), as well as Waller, Lemoine and Richardson (2019) proposed another impediment to the use of YouTube in education is the issue of accessibility.

In certain regions across the world, there may be limitations or restrictions concerning Internet and YouTube access, making it challenging for students to use the platform. Fadhil Abbas and Ali Qassim (2020) believed that this is especially prevalent in rural or underdeveloped areas such as some Arab countries, they addressed that the lack of access to high-speed Internet or advanced technology may affect the use of video sharing from YouTube in their learning setting and that Arab teachers may need to explore alternative methods of incorporating YouTube into their pedagogy. In addition, maintaining student engagement remains a challenge when leveraging YouTube as an educational tool. Although videos can effectively demonstrate complex concepts and render them more comprehensible, according to Almobarraz (2018), students may become distracted by the plethora of videos and content available on the platform and teachers must devise methods to keep students invested and focused on the learning material, such as through interactive learning activities, collaborative discussions, or regular evaluations.

Factors of Arab user's acceptance

In the Arab world, teacher's perception of using YouTube in learning is a topic of much discussion and debate. While some teachers see it as a valuable resource, others are more skeptical of its benefits. Several Arab scholars have investigated the use of YouTube in learning, in particular in higher education systems (see e.g. Alkhudaydi, 2018; Qomaria, & Zaim, 2021; Ali, & Ali, 2018; Yaacob, & Saad, 2020; Almurashi, 2016; & Saja, Mearaj, Ramli, Sopian, Qayyum, & Razak, 2021). These studies suggested that one of the main benefits of using YouTube in higher education learning in the Arab region is that it provides students with rich information at their fingertips. With the vast array of videos available, learners can easily access tutorials, lessons, and explanations on a variety of subjects. According to Tariq et al (2020), this makes it an ideal resource for students who are looking to expand their knowledge or who are struggling to understand a particular concept. Additionally, YouTube is a platform that Arab learners are already familiar with and comfortable using, so it can help engage

them in learning and make it more enjoyable (Sharma, & Sharma, 2021). Hasan et al (2018) highlighted the idea that for Arab learners video-sharing can be used to provide students with a visual representation of a concept, which can help enhance their understanding and memory of the material.

On the other hand, other Arab scholars have reservations about using YouTube in the classroom (Al-Shehri, & Al-Razgan, 2017; Hussaeni, Pratama, Arifin, Winda, & Widianingsih, 2020). One of the main concerns is that students may become distracted by the many other videos and content available on the platform. In addition, some teachers worry that the information available on YouTube may not be accurate or reliable. To address these concerns, Kumar and Nanda (2019) suggested that it is important for teachers to carefully select the videos that they use in the classroom and provide students with guidance on how to evaluate the credibility of the information that they find online.

Hasan et al (2018) highlighted another factor that teachers may face when using YouTube in the classroom the issue of accessibility. In some parts of the Arab world, access to the Internet and YouTube may be limited or restricted, making it difficult for students to access the platform. In these cases, teachers may need to find alternative ways to incorporate the platform into their teaching, such as by downloading videos and playing them in the classroom. The literature focused on exploring studies that examined the integration of YouTube as a digital media platform in higher education. The majority of these studies suggested the significance of utilizing digital platforms in the learning process. However, they also emphasized the need for both teachers and pre-service teachers to be aware of the challenges and strive to overcome them in order to provide students with an optimal learning experience. By addressing these obstacles, teachers can ensure that students receive accurate and reliable information while also promoting their engagement and motivation to learn (Dunas, Babyna, Salikhova, & Gladkova, 2023).

Methodology

The study adopted the analytical descriptive approach, which is the approach that studies, describes, compares, and measures phenomena (McNabb, 2020). The study aims to investigate the effect of using YouTube on the learning process of pre-service teachers enrolled in the PPTD program at Al Ain University in the United Arab Emirates and the effect of some variables impacting it. The study participants consisted of 486 male and female students from the PPTD program at Al Ain University, during the first semester of the academic year 2022-2023, distributed as in *Table 1*.

Table 1

Number and percentage of the students participating in the study

Percentage	Frequency	Qualification	Group
79	382	Human sciences	Qualification
21	104	Natural science	
100	486	Total	
18	88	Beginner	English level
70	340	Intermediate	
12	58	Advanced	
100	486	Total	
11	50	Basic knowledge	Computer literacy level
54	264	Intermediate	
35	172	Advanced	
100	486	Total	
10	48	Poor	Internet connection level
56	274	Average	
34	164	Strong	
100	486	Total	

Source: Authors, 2024

The investigators conceived an instrument intended to quantify the application of YouTube in educational pursuits. Initially, this tool comprised thirty-six items, categorized into three distinct dimensions: motivations for viewing YouTube content, advantages accrued from utilizing YouTube, and the simplicity of YouTube usage. To ascertain its validity, the instrument was submitted to a panel of nine experts comprised of curriculum and teaching methodology specialists, media professionals, educational supervisors, and highly experienced teachers with a master's degree. Based on their expertise, they suggested excising certain items and revising others. Additionally, the construct validity of the questionnaire was ascertained by administering it to a

pilot sample of thirty students of varying genders. The correlation coefficient, as determined by Pearson›s method, was computed between the score of each item, the total dimension score to which it was assigned, and the overall score. The range of correlation coefficients spanned from a maximum of 0.83 to a minimum of 0.74, and any items that were not statistically significant were eliminated. The instrument›s reliability was assessed using the Cronbach›s alpha coefficient, yielding a value of 0.78. This indicates a robust and statistically significant level of reliability at a 0.01 level. In its finalized format, the instrument is composed of twenty-two items, distributed as follows: motivations for viewing YouTube content (six items), advantages accrued from using YouTube (seven items), and the ease of using YouTube (nine items).

Results

To address the study's initial question *"How significant is the application of YouTube videos in learning?"* the arithmetic mean was computed. This was done by dividing the arithmetic range of 4 (which is obtained from 5-1) into three levels, yielding a result of 1.33. Consequently, the intervals for each level were established as follows: the low-level equals 1 plus 1.33, giving 2.33; the average level equals 2.33 plus 1.33, summing to 3.66; and the high-level equals 3.66 plus 1.33, totaling 4.99. As per these calculations, the arithmetic means are detailed in *Table 2*.

Table 2

Arithmetic averages

Level	Mean	No.
Low	1.00 – 2.33	1
Intermediate	2.34 – 3.66	2
High	3.67 – 5.00	3

Source: Authors, 2024

Drawing on the data from *Table 2*, the items were sequenced as exhibited in *Table 3*. This table presents the items that evaluate the significance of using YouTube videos for learning purposes. It showcases the arithmetic means, standard deviations, and the level, which signifies the order of importance.

Table 3

Means, standard deviations, and level of importance of the ease of using YouTube videos in learning

Item no.	Domain	Item	Mean	Std. deviation	Level	Order
5	A	I use YouTube to gain new practical knowledge	4.33	0.62	High	1
13	B	The school/ university provides me with the opportunity to use its network to access YouTube	4.31	0.68	High	2
1	A	I frequently use YouTube to learn	4.23	0.59	High	3
11	B	The diversity of YouTube sources increases my knowledge of what is happening in the outside world	4.2	0.74	High	4
6	A	I use YouTube to develop and promote culture and visual creativity	4.19	0.69	High	5
7	B	Using YouTube makes my learning deeper and more efficient	4.16	0.68	High	6
2	A	I always use YouTube to watch videos related to my studies	4.14	0.67	High	7
8	B	Using YouTube improves my productivity during my studying time	4.12	0.79	High	8
20	C	I have a device suitable for using YouTube	4.08	0.93	High	9
19	C	I enjoy learning when I use YouTube	3.98	0.84	High	10
21	C	Independent learning with YouTube makes learning easier	3.97	0.83	High	11
9	B	Using YouTube motivates me to study when I am outside the classroom	3.94	0.89	High	12

12	B	On YouTube, there are resources that are difficult to obtain at the university or school	3.94	0.83	High	13
22	C	The ability to download YouTube videos gives me the opportunity to learn even when the Internet is disconnected	3.91	0.96	High	14
4	A	I use YouTube to cover aspects that were not covered during the formal learning	3.89	0.92	High	15
18	C	Using YouTube gives me control over the time it takes to watch each video	3.88	0.90	High	16
17	C	The YouTube tab is easy for me to use, and helps me mark my learning progress	3.87	0.84	High	17
10	B	Using YouTube greatly increases my attention	3.84	0.89	High	18
3	A	I use YouTube in my studies to further control my learning time	3.73	0.85	High	19
16	C	I am afraid of YouTube addiction	2.79	1.15	Intermediate	20
15	C	My fear of false and contradictory information reduces my use of YouTube	2.75	1.00	Intermediate	21
14	C	I rarely use YouTube not to waste my studying time	2.67	1.04	Intermediate	22
Total means			3.86	0.83	Intermediate	

Source: Authors, 2024

Table 3 provides a detailed examination of individual items from the questionnaire, ranked according to their arithmetic mean, standard deviation, and their order of importance. Paragraph 5, which states "I use YouTube to gain new practical knowledge", holds the top position, with an arithmetic mean of 4.33 and a standard deviation of 0.62. This indicates that respondents find YouTube highly beneficial in acquiring practical knowledge. In contrast, paragraph 13, stating that "the school/university provides me with the opportunity to use its network to access YouTube", holds the second position with an arithmetic mean of 4.41 and a standard deviation of 0.68, which reflects a positive acknowledgement of the accessibility provided by educational institutions to YouTube.

However, paragraph 20, with an arithmetic mean of 2.79 and a standard deviation of 1.15, shows a lower level of agreement. The item for this paragraph is not provided here but is evident from the context that respondents demonstrated less agreement with this statement. Paragraph 15, which expresses "My fear of false and contradictory information reduces my use of YouTube" has an arithmetic mean of 2.67 and a standard deviation of 1.0, placing it towards the lower end of the ranking, indicating that misinformation is a considerable concern for the participants. Finally, paragraph 21, stating "I rarely use YouTube not to waste my studying time" is ranked last with an arithmetic mean of 3.86 and a standard deviation of 1.04. This suggests that concerns over potential time wastage limit some participants' use of YouTube.

Despite the mixed responses, the overall mean of the individual questionnaire items is 3.86 with a standard deviation of 0.83. According to *Table 2* criteria, this average suggests that the utilization of YouTube in learning is generally considered significant by the respondents. However, exceptions are seen in paragraphs 20, 20 (this appears to be a typo and may need correction), and 22, which garnered an average rating.

To answer the question *"Are there any statistically significant differences in the use of YouTube by pre-service teachers in the PPTD program due to the variable of their academic specialization (scientific and literary disciplines)?"* the arithmetic means and standard deviations of the students' scores were calculated on the students' use of the YouTube scale according to their specialization (scientific and literary disciplines), as shown in *Table 4*.

Table 4

The arithmetic means and standard deviations of students' scores on the students' use of YouTube scale, according to their specialization (scientific and literary disciplines)

Std. deviation	Mean	f	Specialization
9.05	85.00	382	Literary majors
6.46	84.54	104	Scientific disciplines

Source: Authors, 2024

From *Table 4*, one can discern variations in the arithmetic averages of student scores on the usage of the YouTube scale, differentiated by their academic majors, namely, the scientific and literary disciplines. To ascertain whether these differences hold statistical significance, the independent samples t-test was employed. The resulting findings are displayed in *Table 5*.

Table 5

Independent sample T-test to identify the source of differences in students' scores on the students' use of YouTube scale according to their specialization (scientific and literary disciplines)

Specialization	f	Mean	Std. deviation	t	df	sig
Literary majors	382	85.00	9.05	0.588	224.99	0.557
Scientific disciplines	104	84.54	6.46			

Source: Authors, 2024

As evidenced in *Table 5*, no statistically significant disparities at the $p \leq 0.05$ level exist between the arithmetic mean of student scores regarding the use of YouTube, segmented by their academic specializations (literary and scientific disciplines). Specifically, the arithmetic mean for the literary majors was found to be 85.00, while for the scientific disciplines, it was slightly lower at 84.54. The statistical t-value was computed as .588, a value deemed non-statistically significant at the 0.05 level. This suggests that students hailing from both literary and scientific fields harness the pedagogical potential of YouTube with equivalent efficacy.

To answer the question "Are there any statistically significant differences in the use of YouTube by pre-service teachers in the PPTD program due to the

academic specialization variable, the level in English (Beginner, intermediate, and advanced)?" the arithmetic means and standard deviations of the students' scores were calculated on the students' use of the YouTube scale according to their level of English language proficiency (Beginner, intermediate, and advanced), and they are shown in *Table 6* below.

Table 6

Means and standard deviations of students' scores on the students' use of YouTube scale according to their level of English language proficiency (Beginner, intermediate, and advanced)

Std. deviation	Mean	F	English level
6.84	80.61	88	Beginner
8.92	86.12	340	Intermediate
6.35	84.28	58	Advanced

* Statistically significant at level (0.05)
Source: Authors, 2024

From *Table 6*, it can be observed that there are variations in the arithmetic averages of student scores on the usage of the YouTube scale, divided by their English language proficiency level (beginner, intermediate, and advanced). To verify if these variations hold statistical significance, the one-way ANOVA test was employed. The outcomes of this test are presented in the subsequent *Table 7*.

Table 7

One-way ANOVA test results for the arithmetic averages of students' scores on the students' use of YouTube scale according to their level of English language proficiency (beginner, intermediate, and advanced)

	Source	Sum of squares	df	Mean square	F	Sig.
English level	Between groups	2143.52	2	1071.76	15.53	.000*
	Within groups	33343.74	483	69.04		
	Total	35487.26	485			

* Statistically significant at level (0.05)
Source: Authors, 2024

As demonstrated in *Table 7*, there are statistically significant disparities at the $p \leq 0.05$ level regarding the students' scores on the use of the YouTube scale when differentiated by their English language proficiency levels (beginner, intermediate, and advanced). The statistical value (F) computed was 15.53, which is statistically significant at a level less than the significance level ($p \leq 0.05$). To determine which category of English language proficiency these differences favored, the Scheffe test was employed for post-hoc comparisons. The outcomes of this test are displayed in the subsequent *Table 8*.

Table 8

Results of the Scheffe Test for post-comparisons for the English language proficiency level categories

(I) English	(J) English	Mean difference (I-J)	Sig.
Low	Mid	-5.50401*	.000
	High	-3.66223*	.026
Mid	Low	5.50401*	.000
	High	1.84178	.264
High	Low	3.66223*	.026
	Mid	-1.84178	.264

* Statistically significant at level (0.05)

Source: Authors, 2024

Table 8 presents the outcomes of the Scheffe post hoc comparison test. It reveals statistically significant differences in the use of YouTube between students with advanced English proficiency and those with a beginner level, with the difference favoring the former group. Moreover, there are statistically significant disparities in the use of YouTube between students with intermediate English proficiency and those with a beginner level, again favoring the students with intermediate proficiency. However, no statistically significant differences are observed between students with advanced and intermediate English proficiency levels in their use of YouTube.

To answer the question "Are there any statistically significant differences in the use of YouTube by pre-service teachers in the PPTD program due to their computer literacy level (Basic knowledge, Intermediate, Advanced)?" the arithmetic means and standard deviations of the students' scores were calculated on the student's use of the YouTube scale according to their level of computer literacy skills (Basic knowledge, Intermediate, Advanced), and they are shown in *Table 9*.

Table 9

Arithmetic means and standard deviations of students' scores on the students' use of YouTube scale according to their level of computer literacy level (basic knowledge, Intermediate, Advanced)

Std. deviation	Mean	f	Computer literacy level
5.671	81.00	50	Basic knowledge
9.35	84.59	264	Intermediate
7.53	86.51	172	Advanced

Source: Authors, 2024

Table 9 reveals variations in the arithmetic averages of student scores on the usage of YouTube scale, categorized by their computer literacy levels (basic knowledge, intermediate, advanced). To validate if these differences carry statistical significance, the one-way ANOVA test was executed. The results derived from this test are presented in the succeeding *Table 10*.

Table 10

The results of the one-way ANOVA test for the arithmetic averages of the students' scores on the students' use of YouTube scale according to their level of computer literacy level

	Source	Sum of squares	df	Mean square	F	sig
Computer literacy level	Between groups	1232.46	2	616.23	8.69	.000*
	Within groups	34254.79	483	70.92		
	Total	35487.26	485			

* Statistically significant at level (0.05)

Source: Authors, 2024

As depicted in *Table 10*, there exist statistically significant disparities at the $p \leq 0.05$ level pertaining to the students' scores on the use of the YouTube scale when segregated by their computer literacy levels (basic knowledge, intermediate, advanced). The computed statistical value (F) was 8.69, which is statistically significant at a level less than the significance level ($p \leq 0.05$). To discern which category of computer literacy level these differences favored, the Scheffe test was employed for post-hoc comparisons. The outcomes of this test are displayed in the subsequent *Table 11*.

Table 11

Shows the results of the Scheffe test for the post-comparisons for the categories of computer skills proficiency level

(I) English	(J) English	Mean difference (I-J)	Sig.
Low	Mid	-3.59091*	.016
	High	-5.51163*	.000
Mid	Low	3.59091*	.016
	High	-1.92072	.053
High	Low	5.51163*	.000
	Mid	1.92072	.053

*Statistically significant at level (0.05)
Source: Authors, 2024

Table 11 displays the results of the Scheffe test for comparing the post-experiment data. The findings indicate that there are statistically significant differences in students' use of YouTube based on their computer skills. Specifically, students with an advanced level of computer skills show a significantly higher level of YouTube usage compared to students with a low level. Similarly, students with an average level of computer skills exhibit a significantly higher level of YouTube usage compared to students with a low level. However, no statistically significant differences were found between students with an advanced and intermediate level of computer skills in terms of YouTube usage.

To answer the question '*Are there any statistically significant differences in the use of YouTube by pre-service teachers in the PPTD program due to the variable of the strength of the available Internet connection?*' the arithmetic means and standard deviations of the students' scores were calculated on the students' use of the YouTube scale according to the level of efficiency of the available Internet (poor, average, strong), and they are shown in *Table 12* below.

Table 12

Variations in the mean scores of students' YouTube usage based on the level of Internet connection efficiency

Std. deviation	Mean	F	Internet connection level
7.16262	85.3750	48	Poor
8.83920	85.0219	274	Average
8.47674	84.5610	164	Strong

Source: Authors, 2024

To determine whether these differences are statistically significant, the one-way ANOVA test was employed. The obtained results of this test are presented in *Table 13*.

Table 13

The results of the one-way ANOVA test for the arithmetic averages of students' scores on the students' use of YouTube scale according to the level of efficiency of the strength of the available Internet connection

	Source	Sum of squares	df	Mean square	F	sig
Internet connection level	Between groups	33.750	2	16.875	.230	.795
	Within groups	35453.509	483	73.403		
	Total	35487.259	485			

* Not statistically significant at the level (0.05)

Source: Authors, 2024

Based on the results presented in *Table 13*, there are no statistically significant differences (at a significance level of $p \leq 0.05$) in students' scores on the YouTube usage scale based on the strength of the available Internet connection (poor, average, strong). The computed value of F (0.230) is not statistically significant at the specified significance level. This suggests that the strength and efficiency of the Internet connection do not have a significant impact on students' use of YouTube.

Discussion

The current study aimed to investigate the importance of using YouTube videos in the learning process among pre-service teachers in the PPTD program. The findings derived from the first question underscore the paramount importance of employing YouTube as an educational tool. The aggregate mean value for the scale items amounted to 3.86, corresponding to a percentage of 77.2. This outcome is deemed satisfactory, as it resonates with the myriad advantages YouTube proffers within the realm of pedagogy and learning experiences, such as piquing students' curiosity, seizing their attention, fostering creativity, facilitating collaboration, replicating elusive experiences, and rendering the learning process engaging while simultaneously bolstering comprehension (Alkhudaydi, 2018). Furthermore, YouTube grants users the opportunity to explore an eclectic array of video formats, encompassing animated content, filmmaking excerpts, collaborative videos, and student-led presentations (Jenkins, & Dillon, 2013).

The outcomes align with the findings of various studies, including Cihangir (2021); and Fynn, Kwegyiriba and Mensah (2021) the computed mean values for the scale items spanned from 4.33 to 3.73, denoting elevated levels that signify the pervasive utilization of YouTube. Concerning the items that garnered average ratings, items 14, 15, and 16 emerged, all of which underscore the conceivable obstacles that could impede YouTube adoption. This concurs with the research conducted by Al-Shehri and Al-Razgan (2017); Kumar and Nanda (2019), as certain educators and learners might harbor apprehensions regarding the accuracy and dependability of the information accessible on YouTube. Furthermore, the employment of YouTube may occasionally contribute to the squandering of valuable study time, culminating in an inordinate investment of time on the platform, potentially fostering addictive behavior.

Conversely, the findings indicated that item (5) on the questionnaire, asserting "I use YouTube to acquire new practical knowledge" garnered the highest average score. This implies that the primary driving force behind YouTube's educational usage is the attainment of novel practical knowledge. This aligns with studies such as Tariq et al (2020), who posited that YouTube serves as an exemplary resource for students aiming to broaden their knowledge base, and with Hasan et al (2018) who noted that YouTube offers visual representations of concepts, thereby bolstering comprehension. To facilitate this, educational institutions must guarantee the availability of their networks for utilization, as evidenced by the second most influential factor in YouTube usage item (13) of the questionnaire, which asserts "The school/university grants me the opportunity to use its network

to access YouTube". This aspect is crucial, as, without it, neither students nor teachers can harness YouTube. This notion is further corroborated by Hasan et al (2018) who underscored the significance of accessibility. In certain locales, Internet and YouTube access might be restricted or constrained, rendering it challenging for students to engage with the platform.

The findings of the second research question in the current study revealed no statistically significant disparities in the arithmetic means of students' scores on the scale of YouTube usage, as related to their academic specialization or the efficacy of the available Internet network. Nevertheless, there were notable differences ascribed to their English proficiency or their level of mastery in computer skills. Consequently, students across various disciplines utilize YouTube for learning purposes, irrespective of their specialization being in the sciences or humanities. This outcome is reasonable, considering the necessity for students and teachers to capitalize on YouTube›s diverse features tailored to individual needs. Such features include the ease of uploading and disseminating content, fostering autonomous learning, facilitating collaboration among students and between students and teachers, customizing the learning experience, and offering avenues for student feedback (Cihangir, 2021; Norman, & Olipas 2022). Moreover, the study demonstrated that the strength of Internet networks does not impede YouTube usage, indicating that students and teachers are committed to using the Internet, regardless of the network s robustness. This finding conflicts with Fadhil Abbas and Ali Qassim (2020), which suggested that inadequate high-speed Internet hinders YouTube usage. Owing to the predominance of English-language content on YouTube and the lack of quality Arabic content with limited diversity, the research identified variations in YouTube utilization contingent upon the user›s English proficiency level.

One should not forget that learners in media literacy may face several challenges; first, online misinformation and disinformation which raises a significant issue. Therefore, teachers need to include critical thinking skills that help learners differentiate between reliable and unreliable information. Second, the application of media requires teachers who have received adequate teacher training in media literacy as well as ongoing professional development to stay updated about new teaching strategies. Third, cultural dynamics may have a significant effect on the use and effectiveness of media in education. That is to say, the way communities view, apply, and benefit from media in academic settings is considerably influenced by cultural effects. Last but not least, traditional assessment methods may not significantly measure learners' skills in critically analyzing and interpreting media messages.

This is a logical conclusion, as users who exhibit greater proficiency in YouTube tools, particularly the primary communication medium, the English language, tend to use YouTube more frequently. In addition, a higher level of computer skills mastery amplifies YouTube engagement, as it simplifies usage and grants users greater control. This finding is consistent with Almurashi, W. A. (2016) and Alsalhi, N. R., Eltahir, M. E., & Al-Qatawneh, S. S. (2019), which underscored the importance of digital literacy in facilitating the use of digital instruments such as YouTube.

Conclusion

The current study has highlighted the significance of using YouTube as an educational tool in the PPTD program, particularly in enhancing the learning process for pre-service teachers. YouTube was found to enhance several learning aspects such as students' curiosity, attention, creativity, and comprehension. Despite some noted potential obstacles to YouTube adoption, such as concerns regarding the accuracy of the information, it was found that the platform's benefits largely outweigh these challenges. Most prominently, it was observed that the pursuit of practical knowledge emerged as the primary motivator for the educational usage of YouTube.

However, the availability of the school or university network for accessing YouTube and, thus, the significant role of accessibility in its educational use was also established. The findings demonstrated the necessity of ensuring network availability in educational institutions to harness YouTube effectively. The study further revealed that YouTube usage for learning is not significantly affected by students' academic specialization or the quality of the available Internet network. This indicates a widespread acceptance and integration of YouTube across various disciplines and under diverse Internet conditions. Nonetheless, disparities in YouTube usage were observed concerning English language proficiency and mastery of computer skills, implying a need for enhancing these competencies to foster more effective YouTube usage for learning purposes.

Furthermore, the research established the importance of digital literacy, suggesting that an increase in computer skills correlates with enhanced engagement on the platform. Therefore, digital literacy should be fostered in educational settings to maximize the potential of tools such as YouTube. It was also found that the predominance of English-language content on YouTube could pose a barrier for non-native speakers, calling for efforts to diversify the linguistic representation of quality educational content on the platform.

In conclusion, this research underscores the significant educational benefits of utilizing YouTube as a powerful tool. It also offers practical recommendations to address any potential obstacles that may hinder its optimal utilization. The findings of this study provide valuable insights for educators, policymakers, and other stakeholders in the field of education, offering guidance on how to enhance digital learning experiences within the context of a globally interconnected era, with YouTube being a key platform. Future research endeavors should concentrate on investigating additional barriers and facilitators that may impact the educational utilization of YouTube. Moreover, exploring the application of YouTube in diverse educational settings and populations would be beneficial in expanding our understanding of its efficacy and potential. By delving deeper into these areas, we can continue to refine educational practices and leverage the full potential of YouTube as an educational resource.

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