

Promoting Diversity, Equity, and Inclusion in Language Learning Environments

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Getting Students Empowered Towards an Equitable Learning Environment..... 1
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The persistence of educational inequity has been the most durable and vigorous problem education research has faced since mid-20th century. Besides, education is a whole formed by different agents and all agents should take part to reach the desired quality education by coping with all inequity. Educational empowerment can be regarded as one strategy to create a more equitable atmosphere in learning settings. This chapter mainly focuses on the development of students' sense of empowerment in order to overcome disequilibrium at schools. It will also assess different techniques that can be utilized to make teachers and school principals empowered, and assist them to make students empowered. In order to come through some evidence, the results of previous studies on teacher and school principals' empowerment will be analyzed. After presenting the ideas, the chapter will provide some strategies and recommendations for both teachers and school principals on how to empower students to create equitable learning environments for them.

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Karina Becerra-Murillo, Jurupa Unified School District, USA & American College of Education, USA
Josefina Flores Gámez, Jurupa Unified School District, USA

English language learners (ELLs) are a fast-growing and diverse student population in the United States. Students with disabilities and English language learners are significant subgroups in public schools across the United States, with growing numbers on an annual basis. Educating students with disabilities and ELLs requires an advanced level of instruction to meet their unique educational needs. This chapter will identify instructional strategies to support both subgroups while keeping their educational and cultural needs at the forefront. Culturally Responsive Teaching can provide guidance for teachers to specifically meet the needs of dually identified students. Targeted suggestions for professional development were identified for novice teachers and suggestions for future research on dually identified students were provided.

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Vicki Anne Carbee, American College of Education, USA

We have learned from the COVID-19 pandemic that change can be fast and unpredictable. The COVID-19 pandemic presented significant challenges for gifted education. The shift to remote and online learning highlighted disparities in equitable resources making it difficult for teachers to provide individualized support and accommodate students with diverse needs. However, understanding the unique needs of gifted learners and previous challenges can help educators support DEI to ensure that students have equal opportunities to reach their potential. This chapter discussed the importance of supporting vulnerable student populations, adapting pedagogy, online curriculum, addressing social and emotional needs, ensuring equitable technology, and resource access. Educational researchers, policy makers, politicians, school leaders, educators, and parents need to take proactive steps to plan for gifted educational needs through funding options at the local, state, and national levels. Working together will ensure that gifted learners receive the support and resources needed to succeed.

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Gülden Taner, İzmir University of Economics, Turkey

Ufuk Ataş, Artvin Çoruh University, Turkey

This chapter defines diversity with its relation to initial teacher education and discusses its significance for the pre-service teachers' practicum experience, which, in addition to the theoretical courses that might (and usually might not) address diversity, enables them to conceptualize the term. It also refers to teacher education systems in some European countries to present the ways in which diversity could be addressed in teacher education. The second half of the chapter presents a case study carried out in Turkey to illustrate how diversity is perceived from the views of teacher educators and pre-service teachers in the context of pre-service language teaching practicum. Though the case study is context-specific, the context bears similarities with many other teacher education environments offering suggestions, implications, and conclusions for initial language teacher education, policy development, and research.

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Demystify Teaching Reading to Struggling Adolescent Learners: The Culturally Universal Teaching Framework..... 76

Lynn R. Daniel, Tolleson Union High School District, USA

In this chapter, the author discusses the culturally universal teaching framework, a conceptual framework developed by the author. The study formulates an idea about how evidence-based approaches for teaching language literacy, or linguistic skills, can be taught alongside content-area disciplines to adolescents who struggle with language literacy skills to improve linguistics and content-area pedagogy and learning outcomes. Language literacy proficiency rates for adolescents in the United States and global classrooms and schools continue a downward trend. Struggling adolescents require certain pedagogy to unlock essential skills for decoding, comprehending, and encoding text. Culturally universal teaching is based on the tenets of reading science and culturally responsive teaching to enhance learning outcomes for students from diverse backgrounds.

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Diversity and Equity in Japanese Education: A Literary Review and Pilot Survey Study in Tertiary English Language Classrooms 90

Yoko Hirata, Hokkai-Gakuen University, Japan

This chapter explores diversity, equity, and inclusion (DEI) research as it applies to education in Japan with the goal of raising awareness of opportunities for expanding education paradigms to better recognize the diverse needs of Japanese students. Starting from the grassroots perspective of tertiary English language education, this exploration is supported by a small pilot survey study that was given to students at two Japanese universities in the 2021 school year. The survey investigates students' learning styles and preferences with regard to their experiences in English verbal communication courses. The primary takeaway from these limited data remains widely unrecognized in the context of Japan's one-size-fits-all education system. While students' learning habits and expectations are internalized at an early age and rarely challenged, when given the opportunity to express themselves, the majority of students display a desire for collaborative and supportive learning environments which caters toward them as individuals.

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Shane D. Jensen, Baltimore County Public Schools, USA

Amalio C. Nieves, American College of Education, USA

Clair Stocks, Chapman University, USA

This chapter focuses on increasing advocacy and visibility of identity through language usage in educational communities. Language is complex and constantly evolving. The journey of locating a community of acceptance is essential to feel empowered to present authentically, especially regarding the use of language that is inclusive and encompassing of each individual. Relationships contributing to the development of self-acceptance embrace the importance of language in recognizing and validating social identity. Relational influences and belonging within social communities enable people to present their authentic selves within educational settings, which can transform individuals, marginalized communities, and social norms. A reflective approach is taken within this chapter to increase awareness regarding inclusive language and to unpack personal beliefs of identity within the educational workplace and classroom constructs.

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Supporting Students of Color in Language Learning Environments: Approaches From Black

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Antione Tomlin, Anne Arundel Community College, USA

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Naesea S. Price, Baltimore City Community College, USA

Creating and cultivating inclusive spaces for learning is paramount. It is the authors' belief that higher education faculty possesses the sole responsibility to intentionally make space for the inclusion of linguistic differences, especially in language learning environments. This chapter is built on the premise that all students can meaningfully contribute, learn, and succeed. Tapping into the notion of funds of knowledge sets the foundation that all students bring something unique and valuable to the learning space. In thinking about the learning environment and space as a collaboration, the authors redefine and reimagine what learning could look, feel, and be like. Therefore, this chapter marries theory with practice in supporting all students in meeting their goals and achieving success. This chapter explores techniques, approaches, and lived experiences of Black educators with collectively over 40 years of experience. In sharing this wisdom and understanding, the chapter will explore relevant challenges and obstacles within language learning environments.

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Teaching Russian as a Foreign Language in an International Classroom: Best Approaches, Methods, and Techniques..... 145

Elena Kaledinova, HAN University of Applied Sciences, The Netherlands
Vera Budykina, Chelyabinsk State University, Russia

This chapter gives an overview of approaches, methods, and techniques for teaching Russian to speakers of other languages and describes the methodology used in the framework of the course Business Russian for students of international business management studies. These students study in an international learning environment and have diverse cultural and educational backgrounds. They are highly motivated to learn a foreign language to be prepared for international business, which is multicultural and multilingual. The chapter illustrates how students acquire knowledge of beginner's Business Russian. The method of inductive learning based on Kolb's theory of experiential learning as well as the communicative method were applied to provide students with the best present-day experience of learning Russian as a foreign language. Multicultural teaching models were considered to create an inclusive learning environment for students from different backgrounds.

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Street Children: Getting to Know Them 160

Gabriel Julien, UWI St. Augustine, Open Campus, Trinidad and Tobago

Street children, who are they? Why are they homeless? How do they actually live on the streets? What quality of life do they enjoy? What are the characteristics of these children? These questions appear to be simple, but the answers are so very complex. Very often the public lacks proper information about these children, and they instinctively judge and cast aspersions on them. This chapter presents a clear understanding of some of the characteristics of street children. With the use of current literature, it tries to provide a definition and quantify the number of street children. It explains the difference between children "on" and "of" the streets and highlights some of the notions of street culture. It is the firm view that if the public is more cognizant of the reasons these children live on the streets, they may tend to be sympathetic and understanding to their needs. This chapter does not evoke sensationalism but tries as far as possible to create an awareness of the lifestyle of street children.

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Inclusive Education Practices During the COVID-19 Pandemic From the Eyes of Turkish EFL Student Teachers: A Qualitative Research..... 175

Zeynep Çetin Köroğlu, Aksaray University, Turkey
Gülşah Öz, Aksaray University, Turkey
Erkan Yüce, Aksaray University, Turkey

The present research investigates Turkish EFL student teachers' perspectives on inclusive education during the COVID-19 pandemic. The research is designed as a qualitative study. The data were gathered through a written-structured interview, which consisted of five questions. Additionally, student teachers' classroom observation and response papers were utilized to understand their perceptions of inclusive education. A constant comparative analysis was used to analyze the present research data. Eleven fourth graders of the English language teaching department participated in the study. The results showed that EFL student teachers know the needs and interests of students who need special education SEN (SEN; education of individuals with special education needs). However, the results indicate that student teachers think inclusive

education practices were not implemented effectively during the COVID-19 pandemic. The results reveal that the study participants have adequate knowledge and positive perspectives toward inclusive education.

Chapter 12

Media Psychology Approaches in Digitalization and Human Communication 193
Vimala Govindaraju, Faculty of Language and Communication, Universiti Malaysia Sarawak, Malaysia

Digital communication between people is fundamentally changing the nature of communication. Recent technological advances have dramatically impacted the way people communicate. Technology has become an integral part of how people communicate with each other, increasingly replacing face-to-face communication. With the rapid development of technology, many people fear that people are getting too immersed in this digital world and not fully integrated into the real world. This chapter aims to provide an overview of media psychology theories and approaches in digitalization and human communication.

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Socioeconomic Status and Children's English Proficiency in Bangladesh: The Role of Parental Capital Mechanisms 203
Emaj Uddin, University of Rajshahi, Bangladesh
Rubaiyat Jahan, Institute of Education and Research (IER), University of Rajshahi, Bangladesh

Although relationships between parents' socioeconomic status (SES) and children's English language proficiency and achievement are evident in the literature, mechanisms underlying the interdependency are not clearly understood. Drawing from the parental capital investment model, the authors systematically review relevant literature to understand parental capital investment mechanisms by which parents' SES transmits positive or negative effects to children's English proficiency and achievement during elementary (also primary) schooling, focusing on Bangladesh. The systematic review suggests that fewer human, social, cultural, and economic capital investments mediate the association between low SES and children's poor English proficiency and achievement during primary schooling. This chapter also discusses future directions for longitudinal research and policy implications to improve children's English proficiency and achievement during primary education.

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Ana Arán Sánchez, Escuela Normal Rural Ricardo Flores Magón, Mexico
David Manuel Arzola-Franco, Centro de Investigación y Docencia, Mexico

This chapter explores the narratives that indigenous students of a normal rural school of the north of Mexico have about English learning and how this process is connected to their native language and the acquisition of Spanish. Through the biographical-narrative method, an interpretative framework and a qualitative approach, this research examines the testimonies of six key informants using in-depth interviews. The results show that students experience an acculturation process that makes them abandon their native language in favor of the use of Spanish, which is the predominant language in all of the education levels in Mexico. In this way, tensions between the cultural identity of the family origin and their performance in other contexts, such as higher education, is identified. In regards to English learning, a late and sporadic contact is observed, which is formalized once they access higher education

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Anupama Nayar C. V., CHRIST University (Deemed), India
Shobhana P. Mathews, CHRIST University (Deemed), India
Sreelatha Raghavan, CHRIST University (Deemed), India
Daniel Gnanaraj, CHRIST University (Deemed), India

This chapter attempts to understand the teaching-learning practices, programmes, courses, and pedagogies of an English department that recently co-opted cultural studies as a means of decolonisation in a private university in India to understand how cultural diversity, learner diversity, teacher experiences, and learner interests became considered factors in language learning pedagogies and selection of learning content. The research will employ mixed methods of qualitative and quantitative techniques of course content analysis, student interviews to gauge the impact of the learning on the decolonisation process, teacher interviews to understand approaches to task design, and the intended outcome and the strategies and perception changes in material production and task development when the learning shifted to the online mode as a result of the pandemic disruption.

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Deep Learning Techniques Applied for Automatic Sentence Generation	255
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Sampath Boopathi, Muthayammal Engineering College, India

Automatic sentence generation is an important problem in natural language processing that has many applications, including language translation, summarization, and chatbots. Deep learning techniques, such as recurrent neural networks (RNNs) and transformer models, have been shown to be effective in generating coherent and diverse sentences. Recurrent neural networks (RNNs) have been widely used in natural language processing tasks, including automatic text generation. However, the traditional RNN suffers from the vanishing gradient problem, which hinders the learning of long-term dependencies. To address this issue, long short-term memory (LSTM) and gated recurrent unit (GRU) models have been introduced that can selectively forget or update certain information in the hidden state. These models have been shown to improve the quality of automatically generated text by better capturing the long-term dependencies in the input data.

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Preface

INTRODUCTION

This book was written based on the premise that all students can learn under adequate instruction and circumstances. Schools have a duty to serve all students regardless of cultural background, primary language, socioeconomic background, ability, or gender. Educators have an obligation to learn and prepare to serve diverse student populations and adopt equitable and inclusive teaching practices.

Objectives of the Book

Inclusive education settings facilitate the development of learning environments that support all students under the premise that all students can learn. Diversity, equity, and inclusion (DEI) in language learning settings are integral to inclusivity, especially after experiencing a global pandemic. During the pandemic, barriers to learning in inclusive environments were prevalent globally. Access to necessary human and physical resources was difficult to come by. Lack of resources affected the quality of education provided to the global student population. Disparities among socioeconomic groups were common.

Target Audience

Advanced Undergraduate Students; Graduate Students; Researchers; Academicians; Professionals; Practitioners

Importance of the Chapters

Dr. Seher İscan authored the chapter “Getting Students Empowered Towards an Equitable Learning Environment.” In this chapter, Dr. İscan addresses the need to empower students who enroll in school with disadvantages due to a lack of quality education or diverse backgrounds. According to Dr. İscan, empowerment improves and strengthens human functioning in a variety of settings. Furthermore, teachers and principals are called to empower students. Principals should work to empower teachers so that they can empower students. One main component of student empowerment is to provide equitable learning opportunities based on students’ particular needs.

Dr. Karina Becerra-Murillo and Dr. Josefina F. Gámez authored the chapter “English Language Learners With Disabilities: The Importance of Culturally Responsive Teaching.” In this chapter, they explore the needs of English language learners with disabilities. English language learners (ELLs) are a

Preface

fast-growing and diverse student population in the United States. Students with disabilities and English language learners are significant subgroups in public schools across the United States, with growing numbers on an annual basis. Educating students with disabilities and ELLs requires an advanced level of instruction to meet their unique educational needs. This chapter will identify instructional strategies to support both subgroups while keeping their educational and cultural needs at the forefront. Culturally Responsive Teaching can provide guidance for teachers to specifically meet the needs of dually identified students. Targeted suggestions for professional development were identified for novice teachers and suggestions for future research on dually identified students were provided.

Dr. Vicki Carbee authored the chapter “Gifted Education and Lessons Learned During the Pandemic.” In this chapter, Dr. Carbee addresses how gifted learners suffered from the effects of the COVID-19 pandemic as much as other groups of students. Educators need to be trained specifically in gifted education best practices to meet the needs of gifted learners. Dr. Carbee stresses that gifted learners should be offered complex and challenging curriculum and learning opportunities to maintain and increase student interest. In doing so, the achievement gap may decrease in the United States.

Dr. Gülden Taner and Dr. Ufuk Ataş authored the chapter “Addressing Diversity in Language Teacher Education: Perspectives on Practicum.” In the chapter, Dr. Taner and Dr. Ataş discuss how teacher education programs do not always address how to teach diverse students in order to help the students access an equitable education, especially in language learning settings. Some preservice teachers may be exposed to teaching diverse learners during the practicum stage of their careers. According to the authors, a greater effort needs to be made so that all preservice teachers have that experience.

Dr. Lynn Daniel authored the chapter “Demystify Teaching Reading to Struggling Adolescent Learners: The Culturally Universal Teaching Framework.” Dr. Daniels discusses the Culturally Universal Teaching framework, a conceptual framework she developed. The study formulates an idea about how evidence-based approaches for teaching language literacy, or linguistic skills, can be taught alongside content-area disciplines to adolescents who struggle with language literacy skills to improve linguistics and content-area pedagogy and learning outcomes. Language literacy proficiency rates for adolescents in the United States and global classrooms and schools continue a downward trend. Struggling adolescents require certain pedagogy to unlock essential skills for decoding, comprehending, and encoding text. Culturally Universal Teaching is based on the tenets of reading science and culturally responsive teaching to enhance learning outcomes for students from diverse backgrounds.

Yoko Hirata authored the chapter “Diversity and Equity in Japanese Education: A Literary Review and Pilot Survey Study in Tertiary English Language Classrooms.” This chapter explores diversity, equity, and inclusion (DEI) research as it applies to education in Japan with the goal of raising awareness of opportunities for expanding education paradigms to better recognize the diverse needs of Japanese students. Starting from the grassroots perspective of tertiary English language education, this exploration is supported by a small pilot survey study that was given to students at two Japanese universities in the 2021 school year. The survey investigates students’ learning styles and preferences with regard to their experiences in English Verbal Communication courses. The primary takeaway from this limited data remains widely unrecognized in the context of Japan’s one-size-fits-all education system. While students’ learning habits and expectations are internalized at an early age and rarely challenged, when given the opportunity to express themselves, the majority of students display a desire for collaborative and supportive learning environments which caters toward them as individuals.

Dr. Shane D. Jensen, Dr. Amalio C. Nieves, and Dr. Clair Stocks authored the chapter “Identity as an Integral Component of Language Learning.” This chapter focuses on increasing advocacy and visibility

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of identity through language usage in educational communities. Language is complex and constantly evolving. The journey of locating a community of acceptance is essential to feel empowered to present authentically, especially regarding the use of language that is inclusive and encompassing of each individual. Relationships contributing to the development of self-acceptance embrace the importance of language in recognizing and validating social identity. Relational influences and belonging within social communities enable people to present their authentic selves within educational settings, which can transform individuals, marginalized communities, and social norms. A reflective approach is taken within this chapter to increase awareness regarding inclusive language and to unpack personal beliefs of identity within the educational workplace and classroom constructs.

Dr. Antione Tomlin, Dr. Latonia Valincia Moss, and Dr. Naesea Price authored the chapter “Supporting Students of Color in Language Learning Environments: Approaches from Black Community College Faculty.” In this chapter, Dr. Tomlin, Dr. Moss, and Dr. Price discuss how creating and cultivating inclusive spaces for learning is paramount. The authors are higher education faculty and believe that they have a responsibility to intentionally make space for the inclusion of linguistic differences, especially in language learning environments. This chapter is built on the premise that all students can meaningfully contribute, learn, and succeed. Tapping into the notion of funds of knowledge sets the foundation that all students bring something unique and valuable to the learning space. In thinking about the learning environment and space as a collaboration, the authors redefine and reimagine what learning could look, feel, and be like. This chapter marries theory with practice in supporting all students in meeting their goals and achieving success. This chapter explores techniques, approaches, and lived experiences of Black educators with collectively over 40 years of experience. In sharing this wisdom and understanding, the chapter will explore relevant challenges and obstacles within language learning environments.

Elena Kaledinova and Dr. Vera Budykina authored the chapter “Teaching Russian as a Foreign Language in an International Classroom: Best Approaches, Methods, and Techniques.” Ms. Kaledinova and Dr. Budykina developed a college course to prepare English-speaking individuals with basic business Russian language skills. In their course, Ms. Kaledinova and Dr. Budykina create an inclusive environment for foreign language students by incorporating multicultural teaching models which introduce the principles of diversity and inclusion. The chapter includes best practices for teaching business Russian to foreign students.

Dr. Gabriel Julien authored the chapter “Street Children: Getting to Know Them.” In his chapter, Dr. Julien seeks to shed a positive light on street children which counteracts the prominent negative perceptions. Street children are often seen with disdain due to the unfortunate lifestyles they may be faced with. Street children are not necessarily homeless children because some of those children live in homes with their families. Nonetheless, street children spend the majority of their time on the streets. Homeless children can also be categorized as street children and have very limited resources such as food, water, and clothing. Dr. Julien stresses the importance of providing street children with learning environments that promote diversity, equity, and inclusion.

Dr. Zeynep Çetin Köroğlu, Dr. Erkan Yüce, and Gülşah Öz authored the chapter “Inclusive Education Practices During the COVID-19 Pandemic From the Eyes of Turkish EFL Student Teachers: A Qualitative Research.” This chapter stresses the importance of inclusive education for all able and disabled students in foreign language learning settings. Dr. Çetin Köroğlu, Dr. Yüce, and Öz shed light on challenges faced by student teachers and students in inclusive foreign language classrooms during the COVID-19 pandemic. The chapter also offers possible solutions for supporting inclusive classroom settings.

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Dr. Vimala Govindaraju and Dr. Dhanabalan Thangam authored the chapter “Media Psychology Approaches in Digitalization and Human Communication.” In this chapter, Dr. Govindaraju and Dr. Thangam explore media psychology as a new branch of psychology that focuses on communication. Digital communication between people is fundamentally changing the nature of communication. Recent technological advances have dramatically impacted the way people communicate. Technology has become an integral part of how people communicate with each other, increasingly replacing face-to-face communication. With the rapid development of technology, many people fear that people are getting too immersed in this digital world and not fully integrated into the real world. This chapter aims to provide an overview of media psychology theories and approaches in digitalization and human communication.

Emaj Uddin authored the chapter “Socioeconomic Status and Children’s English Proficiency in Bangladesh: The Role of Parental Capital Mechanisms.” The chapter addresses how students in Bangladesh with lower socio-economic status (SES) learn English with less proficiency than students with higher SES during their elementary school years. Parents from lower SES are unable to provide the same language learning opportunities and academic vocabulary in English that higher SES parents are able to provide their children. The systematic review suggests that fewer human, social, cultural, and economic capital investments mediate the association between low SES and children’s poor English proficiency and achievement during primary schooling. This chapter also discusses future directions for longitudinal research and policy implications to improve children’s English proficiency and achievement during primary education.

Ana Arán Sánchez and Dr. David Manuel Arzola-Franco authored the chapter “Narratives of Indigenous University Students in the English Classroom: A Multilingual Case Study.” In the chapter, Arán Sánchez provides a look into the experiences of indigenous educators who learned Spanish as a second language and work among indigenous people of northern Mexico. The educators are bilingual in Spanish and indigenous languages: Zapoteco, Tepehuan, Tarahumara, and Maya. Indigenous educators also learned English so that they can teach their students an additional communication tool that will possibly provide further global opportunities.

Dr. Anupama Nayar, Dr. Shobhana P. Mathews, Sreelatha Raghavan, and Dr. Daniel Gnanaraj authored the chapter “Decolonising the Mind: Invoking the Vernacular Experience in a Postcolonial Language Classroom.” In this chapter, the authors explore the adoption of cultural studies courses as a means of decolonization in India. The chapter speaks to the desired value given to Euro- and Anglo-centered culture in literature.

Dr. Sampath Boopathi explores automatic sentence generation as an important problem in natural language processing that has many applications, including language translation, summarization, and chatbots. Deep learning techniques, such as recurrent neural networks (RNNs) and transformer models, have been shown to be effective in generating coherent and diverse sentences. Recurrent Neural Networks (RNNs) have been widely used in natural language processing tasks, including automatic text generation. However, the traditional RNN suffers from the vanishing gradient problem, which hinders the learning of long-term dependencies. To address this issue, Long Short-Term Memory (LSTM) and Gated Recurrent Unit (GRU) models have been introduced, which can selectively forget or update certain information in the hidden state. These models have been shown to improve the quality of automatically generated text by better capturing the long-term dependencies in the input data.

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CONCLUSION

Promoting Diversity, Equity, and Inclusion in Language Learning Environments shares research on how instructors and teacher educators integrate DEI in their instruction. It raises awareness of the experiences and challenges of DEI in language learning environments and understands how language educators draw upon DEI, their experiences, and student needs as resources in language teaching and learning. Covering topics such as culturally responsive teaching, postcolonial language classrooms, and vernacular experience, this premier reference source is a dynamic resource for administrators and educators of both K-12 and higher education, preservice teachers, teacher educators, instructional designers, policymakers, researchers, librarians, and academicians.

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Chapter 12

Media Psychology Approaches in Digitalization and Human Communication

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ABSTRACT

Digital communication between people is fundamentally changing the nature of communication. Recent technological advances have dramatically impacted the way people communicate. Technology has become an integral part of how people communicate with each other, increasingly replacing face-to-face communication. With the rapid development of technology, many people fear that people are getting too immersed in this digital world and not fully integrated into the real world. This chapter aims to provide an overview of media psychology theories and approaches in digitalization and human communication.

INTRODUCTION

Media has fundamentally changed over the past decade. The explosion of new communication technologies is bringing waves of change to the lives of people with access to communication technologies around the world. Media psychology is the study of how individuals perceive, interpret, apply, and respond to a world dominated by media. It is important to note that this continues to be a new academic and practical field that has emerged as a solution to the prevalence of communications technology over the last 50 years. This field of research has developed into a professional field due to its social and beneficial demands. This has to do with including psychological frameworks in media contexts (Rutledge, 2012). Media psychology, the multidisciplinary nature of the field, and the way people interact with media in all aspects of their lives, from work, education, entertainment to social engagement, are constantly changing. The goal of media psychologists is to answer these questions by combining an understanding of human behavior, cognition, and emotion with an equivalent understanding of media technology. Today media is present in almost every area of life and is an increasingly important area of study as the world becomes more connected. Unlike some media studies, media psychology is not just about content. Media

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psychology considers the system as a whole. Psychology is key to understanding the impact of technology. The goal of media psychologists is to find answers and solutions by combining our understanding of human behavior, cognition, and emotion.

Media psychology is a new branch of psychology that studies how people are affected by mediated communication. Media psychology relies heavily on psychology and communication, but also incorporates other fields of science such as sociology, media studies, anthropology, and fan studies. Additionally, the field is still scattered across many disciplines, with many academics studying the effects of media on individuals who do not consider psychology as their primary area of interest. Scientists have pointed out that there is no beginning or end. It's a continuous loop that includes technology developers, content producers, content awareness, and user reactions. It should be different from previous research in that it provides a new approach to understanding and clarifying the theoretical structure of communication.

On the other perspective, digitalization and globalization have changed the way of human interactions. Human communication focuses on meeting the basic needs of association and interaction includes all collective activities related to the exchange of ideas, facts and data from one person to another. Human communication for decades involved the development of cues and gestures before humans developed spoken language (Smith, 1993). Since the advent of mobile phones and social media in the late 2000s, much research has been done on the impact of technology on social interaction and personal communication (Przybylski and Weinstein, 2013). One study investigated the relationship between the presence of mobile devices and the quality of real-world face-to-face social interactions. In the near-natural perspective, scholars found that conversations without mobile communication technology were rated significantly higher than those with mobile devices (Misra, Cheng, Genevie, and Yuan, 2014). Human communication is perceived difficult for those who conducted the conversation without using a mobile device as it was reported higher levels of empathic concern, whereas those who conducted the conversation in the presence of a mobile device reported lower levels of empathy (Misra et al., 2014).

Another study demonstrated similar results, demonstrating that the presence of mobile communication devices in social settings affects relationships (Przybylski & Weinstein, 2012). From the point of view of educational science, the choice of technical words for digital and the way of presentation that focuses on analogue elements is very important. The wrong choice of digital elements can lead to dramatic disruptions for both individuals and the social environment. This was also necessary for new media technologies in both academic and non-intellectual environments. Psychology plays an important role in understanding the implications of integrating media technology throughout society. The field thus embodies the broad spectrum of human media experience. This includes effectiveness, cognition, and behavior. Furthermore, events, activities, theoretical models, and their application in practice are also greatly influenced. Media includes intermediary communications. This includes images, sounds, and other terms. In addition, new technologies also form a relevant part of the media. Media psychology represents a significant opportunity to apply media in novel and innovative ways by understanding how psychology and media interact (Harris & Jackson, 2009).

Theories of psychology can be applied to innovative approaches in emerging fields such as social media, e-learning, and digital technology. It is also important to explore how media psychology is related to fields as diverse as sociology, communication, international relations, and anthropology (Rutledge, 2012). Society needs media psychology as media-driven technology spreads rapidly. Moreover, various gadgets hit the market every day. It's important to note that these new technologies are initiating skills that redefine the way we work, play, and communicate on a daily basis. Media psychologists can help individuals adapt to higher levels of technological advancement. Discipline is also important to ensure

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that journalists and other media personalities are accountable to professional requirements and ethics (Fischhoff, 2005). This field also reminds people that there are different experiences with media technology among individuals depending on their culture, personality, and various other attitudes.

MEDIUM THEORY

Media theory is the name given to various approaches that study how the means of human communication affect the meaning of human communication. Media theory focuses on how communication media differ from each other, apart from the “message” they convey. Indeed, media theory argues that the same or similar content has different effects in different media, and that people tend to adapt the content of their communications to the characteristics of the dominant media (Crowley & Mitchell, 1994). Meyrowitz (1994) described this research tradition with a singular ‘media’ theory to distinguish it from many other ‘media theories’. According to Meyrowitz, media theory focuses on the details of individual media or types of media. Media theorists argue that such variables influence media use and its social, political, and physiological effects. This theory also explains how media are physically and psychologically affected in the dissemination of information. Media theory is a set of approaches used to convey different meanings of messages conveyed in relation to different communication channels. The medium of communication has a significant impact on the dissemination of knowledge across time and space, and its properties need to be studied to estimate its impact on the cultural environment. Depending on its properties, it may be better suited for the dissemination of knowledge over time than for spatial dissemination, especially if the medium is heavy, durable, and spreads knowledge about the universe.

The media considered are not just the channels through which communication takes place, but the various settings or environments that enable communication, which can change the meaning and meaning of the information conveyed. Rare media, or media that require special coding or decoding skills, are more likely to support the special interests of the elite, because they have more time and resources to explore it (Crowley & Mitchell, 1994). Marshall McLuhan’s work adds the concept of ‘sensory balance’. He analyzes any medium as an extension of one or more of the human senses, limbs and processes. He proposes that the use of various technologies influences the organization of human senses and the structure of culture. He also suggests that each medium should have its own style of behavior. So an intense performance that works well in the ‘hot’ medium of radio may look very stiff and wooden in the ‘cool’ medium of television.

In general, the more separated the situation and participants, the greater the difference between status and behavior. Conversely, the more overlapping situations and participants, the less social discrimination in status and behavior (Crowley & Mitchell, 1994). The relation between the technical content and content of the message in the media is strong. Technical assistance in publishing news content to the community. For example, in advertisements on media such as television, many advertisements for various things such as smartphones are displayed. McLuhan also explained that a very important theory of media is that content and media can make something happen. Marshall McLuhan’s medium concept centered on media as extensions of the human senses, with differential outcomes at the human sensorium and the stability of most of the senses. Meyrowitz (1994) has advanced a role-device medium concept primarily based totally on how unique media alternate the shape of social statistics systems, including “who is aware of what approximately whom” and “who is aware of what as compared to whom,” thereby restructuring roles of institution identity, socialization, and hierarchy. Ronald Deibert’s

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“ecological holism” medium concept shifts the point of interest far from the “inherent outcomes” of every medium to the methods wherein pre-current social forces and tendencies are both desired or now no longer desired through the brand new communicative environment. He analyzes the accidental results of technological alternatives, whilst a “danger fitness” among mediums and messages brings thoughts on the margins of society to the center.

STRENGTHS AND WEAKNESSES OF MEDIUM THEORY

By investigating the impact of modes of communication, medium theory gives bits of knowledge into social and mental forms that are imperceptible in conventional content-based approaches to media. In that sense, the medium hypothesis is comparative to ponders of industrialization, which propose that the implications of generation are as vital, or more imperative, to look at than a stock of the items that are delivered. Medium hypothesis, like the industrialization hypothesis, looks at the auxiliary changes in human relations, social personality, education, conceptions of labor, changes in rustic and urban settings, and so forth.

Nevertheless, a few critics reject all medium theory as an oversimplified and unthinking shape of “technological determinism,” where independent innovations are seen as reshaping individuals and social orders in foreordained and solid ways. However, an exact perusing of most medium theory work uncovers a much subtler contention: almost propensities instead of absolutist components, around intelligence between media and society instead of media entirely forming society. Most medium theory, instead of pushing a straightforward causal see, portrays how the characteristics of a broadly utilized medium cultivate, empower, and energize certain communication designs whereas debilitating others. Indeed Marshall McLuhan, whose provocative, aphoristic fashion has driven him to be labeled more than other medium scholars as a media determinist, said, “There is completely no certainty as long as there’s a readiness to mull over what is happening” (McLuhan & Fiore 1967, 25).

Medium theory has been criticized more authentically for tending to begin with an investigation of existing shapes of media instead of digging into the socio-political and financial powers that lead to the advancement of some types of media instead of others. Television’s introductory advancement as a unidirectional shape of mass communication from the few to the numerous (instead of as an intelligently community medium), for illustration, certainly favored the financial and political interface of corporate and state elites over those of the open and expansive. However, most media theory gives deficient consideration to basic hypothesis concerns around who has the foremost control over the overwhelming media in society and how that control limits and shapes the plan and employment of media. Medium theory too offers few bits of knowledge into how to counter overwhelming social stories that penetrate most of the media in a society, counting the exceedingly specific “stories” that are told over media to shape open discernments of “enemies” and war.

In looking at the ways in which media may shape social orders, medium theory tends to donate less consideration to how critical varieties among societies (e.g., contrasting recognitions of time, space, and of human–human, human–nature, and human–technology connections) may differentially shape the utilize of media totally different social orders. Unexpectedly, whereas medium scholars look at media as sorts of “environments,” exceptionally few of them look at the ways in which “advances” in innovation may lead to the consumption of normal assets and an increment in toxic environmental squander. Additionally, most medium scholars don’t look at how third-world nations and ruined communities in

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western nations bear the brunt of the abuse of assets and labor, disturbance of maintainable economies and nourishment supplies, and dangerous techno-waste. In any case, medium scholars ordinarily do a great work at analyzing the long-term unintended social results of media, counting the ways in which innovations such as the Web, portable phones, camcorders, and so on have been grasped by third-world and other activists to dissent and weaken the neo-liberal plans that cultivated the improvement of these advances within the to begin with put.

The current era of hyper mediation has created a milieu of enhanced appreciation for medium theory. The growth of the world wide web, mobile telephony, WiFi, blogs, video surveillance technologies, virtual communities, radio frequency identification (RFID) tags, social networking web sites, and many other mediated environments has led to broader acceptance of the basic medium theory premise: that such media must be looked at as creating new social settings, settings whose influence cannot be reduced to the content of the messages transmitted through them.

MEDIA DEPENDENCY THEORY

The Media Dependence Theory is proposed as an extension of the Uses and Satisfaction Theory. The connection between both theories is through the use of media in terms of obtaining information to meet user needs. This theory was put forward by Sandra Bole-Rokeach and Melvin Defleur in 1976 and combines various philosophies such as psychoanalysis and the system theory of social systems, and also approximates the theory of use and gratification. increase. Media addiction theory evolved from user and satisfaction theory because media addiction is an important tenet. This theory is also known as media system dependency or media dependence, or dependence theory. This theory was related to the theory of users and satisfaction because it shows how people use media and become dependent on it. People use media for many reasons, including information, entertainment, and Para social relationships.

Dependency theory of media systems allows us to narrowly identify when and why information conveyed by mass media has a significant impact on how viewers think, feel and act. A key tenant is that individuals rely on the media to meet their needs. A more important dependency is not just that person, but for people in modern societies who rely on media to understand and understand the world around them, and individuals rely on media to meet their various needs. is. Media addiction recognizes the fundamental connection between media, audiences and social systems. This is especially true for her PR person who uses the media to greatly influence the management and creation of information. B. Journalists rely more and more on the media to produce reports and collect data on people, economic and political crises and publish them as daily news in the media. Today, media is the medium that most people depend on and should be the focus of attention for people to be entertained, informed, educated, communicated, and socially connected.

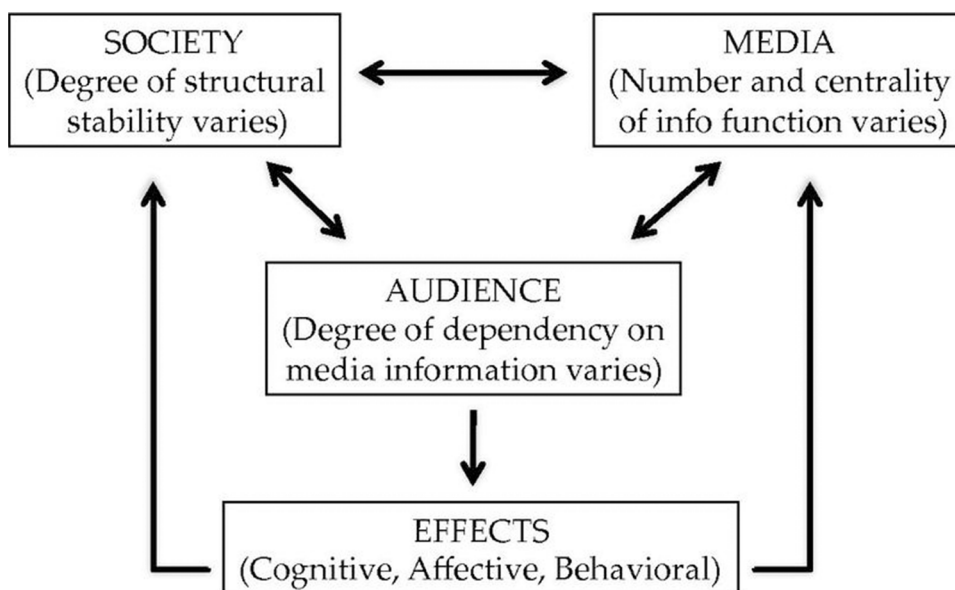
Literature shows that people today are increasingly dependent on media because it can satisfy their wants and needs, such as the need to make sense of the world, escape, or make sense of it. (Yang, Ha, Wang, & Abdul, 2015). Media needs are shaped by the demands of people or audiences, focusing on different behaviors in building relationships. Based on research papers, the media dependence theory states that it concerns the conditions that generate media power and the conditions that constrain it (Ball-Rokeach & De Fleur, 1976). The complex relationships between people, media, and other social systems are related to the theory of media dependence that needs to be understood, and the means media are used to shape and carry out environmentally sound behavior (Ho, Liao, & Rosenthal, 2015). The

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power of media roles informs audiences in an easy way. Audiences need access to information to achieve their goals, as they depend on their actions, thoughts, and attitudes. The literature also points to links between perceived media addiction, use of alternative sources, and general trust in mass media. Mass media are more relevant in modern societies based on asymmetric relationships between media systems and individuals (Jakob, 2010). The media tells us what to think when people have no prior knowledge of the subject, because they cannot verify information through personal experience. The media is a vehicle for getting more information because limited learning in real life is not enough.

Media addiction is a theory derived from two different words. Dependency is defined as one party's fulfilment of its needs and achievement of its goals based on the resources of another party (Ball-Rokeach & Defleur, 1976). Dependencies and media are universal practices between societies, including individuals, groups, organizations, and social systems. Extensive use of media creates a dependency in the audience that allows them to establish relationships with and satisfy their target audience. The relationship between media and society is inextricably linked. This is because citizens around the world tend to rely on the mass media for information and are easily influenced by the mass media. For example, individuals have become increasingly drawn to the media, through which their needs for entertainment, education, instruction, and information have been met. The higher the intensity of media addiction, the stronger the emotional and cognitive stimuli in life. These two enhancements activate higher levels of participation and enable us to store and process information. The dimensions of strength and structure are discussed elsewhere (Ball-Rokeach et al., 1984; Ball-Rokeach, 1985; DeFleur and Ball-Rokeach, 1988). Expanding media engagement hinges on the tremendous impact of media on individuals and society. Figure 1 illustrates how the relationships in media dependency were presented which begin with micro level (media system) and macro level (societal system). Then, each level pertained to audiences in different religions and the bottom of the image is the effect of media dependency theory which influenced the psychology in human life.

Figure 1. Illustrates the relationships in media dependency theory



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THE PROCESS OF DEVELOPING MEDIA DEPENDENCY THEORY IN MALAYSIAN PERSPECTIVE

Media engages individuals and society by providing a variety of content that can meet the needs of its audience. For example, ASTRO (All-Asia Satellite Television and Radio Operator) is one of the leading broadcasters in Malaysia, providing a lot of content by offering various TV programs to its customers such as children, teens and adults. I'm here. Programming also includes local programs (Astroria, Astro Oasis, Astro Awani), international programs (Animal Planet, BBC News, etc.) and Radio Fm. The service has satisfied viewers who are forced to make choices by choosing their favorite shows. At the level of media dependency theory there are two processes: individual (micro level) and system and effect (macro level). Media addiction manifests itself at both macro and micro levels (Ball-Rokeach, 1998; Patwardhan & Ramaprasad, 2005). Both levels are linked. Ball-Rokeach, Power, Guthrie, and Waring (1990) state that the development of relations in media dependence theory occurs through ecological, ecological, and organizational approaches. Relationships between media systems will change and social factors will need to be further developed. This is because social factors are embedded in dependencies with other systems that cannot be fully understood from these relationships.

Projections of individual media usage to reach goals and key factors of media dependence. The situation is different when it comes to media dependence at the micro level. As Ball-Rokeach (1998) points out. Patwardhan & Ramaprasad (2005) found that in the intensity of dependencies, intensity is defined as the resource for achieving a goal. The strength of interpersonal dependencies makes it easier for the media to achieve personal goals. Many theories of exposure and mechanism of action have been tested (Ball-Rokeach et al., 1984; Coleman, 1990; Grant et al., 1989). Relationships are actually centered on goals and needs that generate individual media use of specific media that imply dependency and satisfaction.

Based on the presented Figure 1, addiction is related to the audience, and the media divides the audience in direct proportion into three segments: individual, socially stable, and active audience. Social stability, on the other hand, refers to audiences rethinking their beliefs, practices, and behaviors in the face of major social change, conflict, and anxiety in order to make new decisions. During this time, there is a strong need for information, support, and advice, so your reliance on the media increases dramatically. Finally, communication processes within active audiences choose media reliance depending on individual needs and other factors such as economic conditions, political crises, society and culture. This alternative source of addiction satisfies audience needs and reduces reliance on media.

THE EFFECT OF MEDIA DEPENDENCY

Media addiction is influenced by cognitive, affective, and behavioral effects. Cognitive and affectionate motives steer the audience toward greater engagement to facilitate the information process. Cognitive effects encourage individuals to maintain their level of attention. Ambiguity generation and resolution is the first example of a cognitive change effect that is particularly likely to attract the attention of researchers working with dependency models (Ball-Rokeach & DeFleur, 1976). People lack the information to make sense of events and lack sufficient information to decide which of several possible interpretations of events fits precisely into the ambiguity of the media. Natural disasters When unexpected events such as for example, Japan has suffered terrible natural disasters like the 2011 Tohoku tsunami and earth-

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quakes, which cut off communications and did not even know the effects of the tsunami. Media increased dramatically during this time as people needed information about natural disasters.

Another example that can be used is the era of the Covid19 virus, when people around the world had no ambiguity. Awareness of the virus is growing as a lot of information is considered invalid. Fake news about Covid19 is being circulated and the ill-informed will believe it. This is because some media outlets rely on fake media news instead of accurate news. For example, in Malaysia, most media outlets (RTM and TV3) notified and reported her Covid19 case daily via live streaming. The need for accurate news is increasing as we need to know Covid19 statistics to reduce fear and discomfort over the pandemic. Media dependence means that the more we rely on media to meet our needs, the more important it becomes in our lives. More information can be ambiguous. When the information collected and provided by the media is incomplete, it creates an ambiguous sense that the viewer knows an event has occurred but does not know what it means or how to interpret it.

Affective effects, in turn, help individuals increase the satisfaction that media messages present in terms of audience emotions and emotional responses. Fear, anxiety, and happiness are examples of emotional effects that can be explored. Morality and alienation also serve as final examples of changing audience effects resulting from media messages. Mass media in society has played a central communication role. The nature of media information has important implications for morality and the degree of marginalization of people. For example, on 8 March 2014 Malaysia Airlines MH370 The flight disappeared route from Kuala Lumpur International Airport to its destination, Beijing Capital International Airport. Missing flights have affected the sentiments of society, especially among family victims. During this time, news about MH370 about this shocking news was being broadcast all over the country, and television provided complete information, always up-to-date. The news was also trending on social media such as Facebook and Twitter. Therefore, family victims tend to trust mass media information more than theory. The problem was that some societies were traumatized by the use of airplanes because of their media presence. A key element of this emotional communication is the presence of regular and positive information about groups and categories to which people belong, such as society, community, occupation, ethnic group (Ball-Rokeach & De Fleur, 1976). Mass media is the dependent medium that people use as their primary source of information. They rely on the media because they trust the information they provide. Some observers have suggested that such effects may promote numbness or lack of desire to help others when witnessing violent encounters in real life (Rosenthal, 1964; Ball-Rokeach & De Fleur, 1976).

The issue may influence social psychology excitement by revealing image, audio, and video recordings of violence that provoke emotional responses. there is. Last but not least, behavioral impact reveals the attitudes, beliefs and effectiveness of media influencing people. People may change their communication to adapt to certain events. This means that they are people who change behavior by providing and achieving strategies for action and solving problems. There are two types of his behavioral influences, classified as activation and deactivation. Both of these influences have affected people's mental lives through their use of media. Because the more dependent or addicted you become, the more your brain changes. As Ball-Rokeach & Melvin DeFleur (1976) noted, activation refers to what a viewer does not do when receiving a media message, and deactivation refers to what an individual does as a result of a media message. It means that it has not been converted.

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IMPLICATIONS

In terms of practical implications, the article presented a broader perspective and details on the theoretical trends of media psychology in digitalization and the theory and practice of human communication. Media psychology implications are a rapidly developing field of journalism theory and practice whose purpose is the description of human behavior conditioned by exposure to the mass media. A study of individual and group media effects and core components of media culture, identifying psychological patterns of human attitudes and behavior in multicultural media environments. Research on media psychology, media perception mechanisms, media manipulation, and optimization of knowledge related to human mental abilities.

DIRECTIONS FOR FUTURE STUDY

Nevertheless, this collection of literature needs to be further expanded and explained by including publications from top journals. However, we note that we need to further strengthen our theoretical underpinnings and rigor for future academic endeavors. More fundamental and theoretically motivated research is needed to further explain the problems of human communication theory in this country. Theory-based research can provide more informed insights, direction, and advances in theoretical application and development in media psychology research.

CONCLUSION

This literature review has identified, to varying degrees, many theories classified as relational or structural, capturing the complexity of media psychology in the perspective of digitalization and human communication. The approved theories include the relatively important role of context, knowledge and intervention in the use of media in daily life basis. The literature on these theories is particularly applicable to the psychological environment of the media and enriches existing knowledge and understanding of mass communication theory and practice. It provides a general perspective on the theoretical and practical reasons that human attitudes towards mass communication can represent.

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