Media and Information Literacy

Quarter 3 – Module 6:
Media and Information Languages

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Grade & Section: ___________________________
Name of School: ___________________________
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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines
Department of Education Region IX – Zamboanga Peninsula

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Welcome back, 21st-century learners! You have been doing pretty good in your journey with media literacy.

In this module, you will be learning more about the language of the media. It will deepen your understanding of the nature of information acquisition and dissemination. You will encounter activities especially prepared to reflect on specific media issues in these modern times.

This module is titled: Media and Information Literacy. In here, you are expected to do the following:

MELC-6. Present an issue in varied ways to disseminate information using the codes, conventions, and language of media (MIL11/12IMIL-IIIa-6); Specifically, you will do the following:

1. Describe the nature of genre about codes and conventions;
2. Evaluate everyday media and information about codes, convention, and messages; regarding the audience, producers, and other stakeholders;
3. Share insights on information acquisition and dissemination at present times.

What I Know

Multiple Choice. Read each item carefully and select the letter of the best answer from the choices given. Please write your answers on a separate sheet of paper.

1. These are sets of signs or symbols that convey a meaning when combined.
   A. Convention    B. Codes    C. Media    D. Information

2. This refers to the types or kind in "French."
   A. Genre    B. Codes    C. Media    D. Conventions

3. This represents the nature of the media activities such as reading a magazine, watching a movie, and others.
   A. Communicative Code    B. Communicative Event    C. Communicative Purpose    D. Communicating

4. This refers to what the media intend to convey to the audience.
   A. Communicative Code    B. Communicative Event    C. Communicative Purpose    D. Communicating
5. This refers to the typically accepted ways of doing things, which form into a habit.
   A. Convention   B. Formulaic   C. Code   D. Purpose

6. Verbal language, bodily codes, commodity codes, and behavioral codes are examples of codes?
   A. Social   B. Textual   C. Representational   D. Interpretative

7. These include scientific, aesthetic, mass media, and genre codes.
   A. Representation Codes   B. Interpretative Codes   C. Social Codes   D. None of the above

8. These consist of Perceptual and Ideological codes.
   A. Representation Codes   B. Interpretative Codes   C. Social Codes   D. None of the above

9. These codes are used when the equipment in telling a story or showing a film usually affects the
message's meaning.
   A. Technical   B. Written   C. Visual/Symbolic   D. Auditory

10. In literature, these refer to the figures of speech that the audience recognizes too easily.
    A. Tropes   B. Codes   C. Stories   D. Idioms

Lesson 6 MEDIA AND INFORMATION LITERACY

Media information has been influencing the people since its birth. From radio and television, we now have social
media sites such as Facebook, YouTube, Yahoo, Google, etc. We have easier access to information through modern media and
can even do business online. With just a click of the mouse, information can inspire a nation or ruin the world. That's the very
reason why people must be careful in acquiring information, and more so, be responsible for sharing them.

Photo Credit: https://journals.sagepub.com/loc/mesa/16/2
What's In

What are Media Information Languages?

To better understand the language of media information, you must get a good grasp of keywords such as codes, conventions, genres, and tropes.

In the light of media studies, **codes** consist of signs which have shared/same meanings with the communicators, both the sender and the receiver/audience. For instance, in the hospital, "toxic" means the same to everyone there. But, this word may mean differently somewhere else.

On the other hand, the genre is a French word referring to "type" or "kind." It has been an important factor in studying and appreciating literature, theatre, film, television, and other art and media forms. The grouping of the examples in these forms characterizes the genre. Each of these categories is further marked by a "particular set of conventions, features, and norms (Neale as cited in Creeber, 2003).

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Bhatia stated in 1993 that this term is defined as follows:

- Recognizable communicative event;
- Characterized by a set of communicative purpose(s);
- Identified and mutually understood by the members of the professional or academic community in which it regularly occurs.
**Communicative event** means the nature of one's media exposure, such as reading a book, watching a movie, or exploring the net.

While **communicative purpose** refers to the intention of the media one is exposed to. Furthermore, every person's goal is to convey the message to anyone as he/she wants it to be conveyed to others.
Below are factors influencing the take of the message, as stated in DIWA's MIL textbook for SHS students:

- One's role in society;
- Group purposes;
- Professional and organizational preferences and prerequisites; and
- Cultural constraints

Bhatia (1993) points out some tips when analyzing genre that one is unfamiliar with:

1. Place the given genre-text in a situational context.
2. Survey existing literature.
3. Refine the situational or contextual analysis of the text.
4. Select a corpus or body of works that characterize the genre.
5. Study the institutional context.
Table 6.1 Chandler's Typology of Genre Codes

<table>
<thead>
<tr>
<th>Major Code</th>
<th>Subcode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Codes</td>
<td>Verbal Language: Phonological, Syntactical, Lexical, Prosodic, Paralinguistic</td>
</tr>
<tr>
<td></td>
<td>Bodily Codes: Bodily Contact, proximity, Physical Orientation, Appearance, Facial Expression, Gaze, Head Nods, Gesture, Posture</td>
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<td></td>
<td>Commodity Codes: Fashions, Clothing, Cars</td>
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<td></td>
<td>Behavioral Codes: Protocols, Rituals, Role-Playing, Games</td>
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<tr>
<td>Textual Codes</td>
<td>Scientific Codes: Aesthetic Codes with various expressive arts</td>
</tr>
<tr>
<td></td>
<td>Representational Codes: Poetry, Drama, Painting, Sculpture, Music, Artistic Expressions including Classism, Romanticism</td>
</tr>
<tr>
<td></td>
<td>Genre, Rhetorical, and Stylistic Codes: Narrative (Plot, Character, Action, Dialogues, Setting, etc.) Exposition, Argument</td>
</tr>
<tr>
<td></td>
<td>Mass Media Codes: Photographic, Televisual, Filmic, Radio, Newspaper, and Magazine Codes Both technical and Conventional Codes (including format)</td>
</tr>
<tr>
<td>Ideological Codes</td>
<td>Perceptual Codes: Visual Perception (Hall 1980, 132; Nichols 1981, 11f; Eco 1982)</td>
</tr>
<tr>
<td></td>
<td>Ideological Codes: These include codes for encoding and decoding texts, Dominant or (hegemonic), Negotiated, Oppositional (Hall, 1980; Morley, 1980), Individualism, Liberalism, Feminism, Racism, Materialism, Capitalism, Progressivism, Consumerism, and Populism.</td>
</tr>
</tbody>
</table>

Note: All codes can be seen as ideological.
Chandler's typology corresponds to the set of knowledge for the interpreters: knowledge of the world (social knowledge), knowledge of the medium and genre (textual knowledge), and knowledge of the relationship between these two.

"Conventions refer to the generally accepted way of doing things that have formed into a habit because of repeated exposure and experience of these messages. Formulaic messages are what they are because of the use of conventions." (DIWA, 2016).

**Tropes in Television**

Television, being a popular media form, may be found in any corner of the house. And, without one noticing it, you must have encountered different tropes in TV shows. Tropes are the conventions happening in TV genres. In literature, these are the figures of speech that viewers recognize fast and easily. In the world of films, these are called motifs or recurring themes.

As pointed out in DIWA's Media and Information Literacy book for Senior High School students (2016), "McQuail (2005) argued social and cultural values and beliefs are reflected in media content." Field experts back this idea up by saying that to create understanding between the authors and audience, the familiarity between genre codes and conventions must exist.

**What's New**

**Activity 1: Widely-Used Media**

Directions: Answer the question below in a short paragraph. Please write your answer on a separate sheet of paper.

Question: What form of media is very useful today? Why do you say so?

**What Is It?**

Social media sites such as Facebook are just one source of information that is very much used today. Students can easily access ideas and news just by browsing their Newsfeeds.
Please take a look at the key points listed below to get a quick revisit of our lesson in this module.

**Codes** refer to a set or collection of signs and symbols which create similar if not the same meanings to the communicators, the sender, and the receiver.

**Genre** is a French word referring to "type" or "kind.

**Communicative event** means the nature of one's media exposure, such as reading a book, watching a movie, or exploring the net. While **communicative purpose** refers to the intention of the media one is exposed to

**Conventions** refer to the generally accepted way of doing things that have formed into a habit because of these messages' repeated exposure and experience.

**Tropes** are storytelling devices. They are also conventions seen in television genres, literature, and others.

Media change and adapt through time. It keeps evolving into something better. Below are factors that influence these changes in media:

- One's role in society;
- Group purposes;
- Professional and organizational preferences and prerequisites; and
- Cultural constraints

These are some tips pointed out by Bhatia (1993) when analyzing a genre that one is unfamiliar with:

1. Place the given genre-text in a situational context.
2. Survey existing literature.
3. Refine the situational or contextual analysis of the text
4. Select corpus or body of works that characterize the genre
5. Study the institutional context

The more common genre codes in the media messages today are as follows:

**Technical Codes** are used to tell the story in a media text, which affects how you interpret its meaning.

**Visual/Symbolic Codes** are present in the technical codes such as objects, setting, body language, clothing, and color.

**Written Codes** refer to the use of language style and textual layout in the content of the message.
What's More

Activity 2: True or False
Directions: Decide which is true and which is not. Please answer on a separate sheet of paper.

1. Codes are the collection of signs and symbols that create meaning when put together.
2. Genre is a French word for media.
3. Communicative events are activities using media such as watching TV.
4. The intention of the media messages you are exposed to is referred to as Communicative Purpose.
5. Genre does not necessarily help the audience in understanding the message.
6. Verbal languages include appearance, posture, and others.
7. Perceptual codes include poetry, drama, narrative, and exposition.
8. Conventions are indicators of content familiarity.
9. Tropes only occur on televisions.
10. Culture influences the messages conveyed by media.

What I have learned

Activity 3- In Summary (Please answer on separate sheets of paper.)

A. Directions: Write a paragraph explaining your interpretation of Chandler's typology of Genre Codes on page 4.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Content &amp; Mechanics</th>
<th>Content</th>
<th>Content/Massage &amp; Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very satisfactory</td>
<td>Ideas are very well-explained, organized, but with minimal grammatical errors.</td>
<td>Content/Massage is excellently presented, creativity is evident, and work is totally real.</td>
</tr>
<tr>
<td></td>
<td>(5 points)</td>
<td>Satisfactory (4 points)</td>
<td>7 points</td>
</tr>
<tr>
<td></td>
<td>Satisfactory (3 points)</td>
<td>Ideas are good but not well explained, organized, but with more grammatical errors.</td>
<td>Content/Massage is well presented, creativity is evident, and work is quite real.</td>
</tr>
<tr>
<td></td>
<td>Far (2 points)</td>
<td>The idea is vague, good organization and grammar are not evident,</td>
<td>Content/Massage is somewhat presented, creativity is quite evident, but work is not real.</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement (1 point)</td>
<td>The answer is not valuable.</td>
<td>Content/Massage is not presented, creativity is not quite evident, and work is not real.</td>
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</tbody>
</table>

B. Directions: Make a poster showing how media affect people's lives about information dissemination or acquisition. You may use a long bond paper for this.

| Trait | Content/Massage & Presentation | Content/Massage is excellently presented, creativity is evident, and work is totally real. |
|-------|---------------------------------| 10 points |
|       | Content/Massage is well presented, creativity is evident, and work is quite real. | 7 points |
|       | Content/Massage is somewhat presented, creativity is quite evident, but work is not real. | 5 points |
|       | Content/Massage is not presented, creativity is not quite evident, and work is not real. | 3 points |
Activity 4: Picture Interpretation/Analysis

Directions: Analyze carefully the picture below and do the tasks suggested. Please answer on a separate sheet of paper.

A. What can you say about this picture?
B. How will you relate the message of this picture with information media?

Activity 5: Communication Check

Directions: Share a miscommunication issue in any form of media that you encountered or experienced. Tell what genre code/s was used in relaying the information. Please write your answer on a separate sheet of paper.

Multiple Choice

Directions: Read each item carefully and select the letter of the best answer from the choices given. Please write your answers on a separate sheet of paper.

1. which of these does not belong to the group?
   A. Convention  B. Codes  C. Tropes  D. Troup
2. Reading books, watching films, and browsing sites online are examples of this.
   A. Communicative Code  
   B. Communicative Event  
   C. Communicative Purpose  
   D. Communicating
3. Every communicator has a purpose in relaying one's message. This may also mean_____.
   A. To communicate is to share.
   B. Communication depends on the event.
   C. Intention drives one to communicate.
   D. None of the above.

4. This word is also used in differentiating types of kinds of literature.
   A. Genre  B. Codes  C. Media  D. Conventions

5. This is referred to the way things have been done, which are accepted by most people.
   A. Convention  B. Formulaic  C. Code  D. Purpose

6. What categorizes people's movements and behavior?
   A. Social  B. Textual  C. Representational  D. Interpretative

7. Scientific, aesthetic, mass media, and genre codes are examples of these.
   A. Representation Codes  B. Social Codes
   C. Interpretative Codes  D. None of the above

8. When the audience start to give their perception, reaction, and comments on the ideological side of the message, what have they been working on?
   A. Representation Codes  B. Social Codes
   C. Interpretative Codes  D. None of the above

9. This happens when the equipment in storytelling or film-viewing affects the meaning of the message.
   A. Technical  B. Written  C. Visual/Symbolic  D. Auditory

10. When does both sender and receiver of information best experience tropes?
    A. When both of the communicators are very intelligent
    B. When the message is transferred verbally.
    C. When idioms or figures of speech are used are recognizable by both communicators.
    D. When the message is easy.

Additional Activities

Directions: Read and answer the questions below. Please write your answer on a separate sheet of paper.

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<tr>
<th>Rubric for Essay</th>
<th>Trait</th>
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<td>Content &amp; Mechanics</td>
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<tr>
<td></td>
<td>Very satisfactory (5 points)</td>
</tr>
</tbody>
</table>

1. How can figures of speech be used in media messages?
2. How can one's role in society influence how the message is understood?
3. Being a student now, in what genre of media would you prefer to express yourself?
**Answer Key**

**What I know**

1. B
2. A
3. B
4. C
5. A
6. B
7. A
8. B
9. A
10. A

**What's More (Activity 2: True or False)**

1. True
2. False
3. True
4. False
5. True
6. False
7. False
8. True
9. False
10. True

**What I have learned (Activity 4: Picture Interpretation Analysis)**

A. Varied Answers
B. Varied Answers

**What I can do (Activity 5: Communication Check)**

A. Varied Answers
B. Varied Answers

**Additional Activities**
References

Boots C. Liquigan, *Media, and Information Literacy*. Makati City: DIWA LEARNING SYSTEMS, INC., 2016, 55-68


"Media, Culture, and Society," SAGE journals, accessed on December 14, 2020, https://journals.sagepub.com/toc/mcsa/16/2


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