

Media and Information Literacy

Quarter 3 - Module 5: Media and Information Languages



Media and Information Literacy– Grade 12
Alternative Delivery Mode
Quarter 3 – Module 5: Media and Information Languages
First Edition, 2019

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This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Introductory Message

For the facilitator:

This module was collaboratively designed, developed, and reviewed by educators to guide you, the teacher or facilitator, in helping the learners meet the standards set by the Department of Education. This module primarily aims to help the learners understand the lessons in Media and Information Literacy based on the *Most Essential Learning Competencies* and see their relevance to real-life through a fun-filled learning experience. This module hopes to engage the learners in guided and independent self-learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the necessary 21st-century skills while considering their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Media and Information Literacy Grade 12 Alternative Delivery Mode (ADM) Module. This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the module while being an active learner.

Specifically, this module aims to help you acquire and apply knowledge about media and information languages, which will help you understand how information, signs, symbols, and meanings are communicated through various media by analyzing media samples and creating an advertisement.

This module contains the following parts: a. *What I Need to Know* (Introduction and Learning Objectives), b. *What I Know* (Pretest), c. *What's In* (Review), d. *What's New* (Introductory activity), e. *What Is It* (Content Discussion), f. *What's More* (Enrichment Activities), g. *What I Have Learned* (Generalization), h. *What I Can Do* (Application), i. *Assessment* (Posttest), *Additional Activities*, *Answer Key*, and *References*.

To enjoy learning about the lesson, you must set aside all other tasks that will disturb you while answering the module. Use the module with care. Do not put unnecessary mark/s on any part of the module. Follow carefully all the contents and instructions indicated on every page of this module. Take note of the significant concepts you find in the lesson, which you may use for future references. Keep in mind to USE SEPARATE SHEETS OF PAPER in doing all the provided activities to meet all the lesson's objectives. If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your facilitator. After accomplishing all the activities, let your facilitator/guardian assess your answers. The success in accomplishing this module depends on your will and grit. Keep going and enjoy learning!

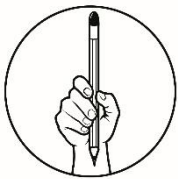


What I Need to Know

This module was designed and written to help you understand various media and information languages. Having been equipped with knowledge on media and information sources and having acquired the skills in finding accurate and relevant information sources, you will now be armed with another important tool for media and information literacy – media and information language. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels of students. The lessons are arranged to follow the standard sequence of the course, but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. present an issue in varied ways to disseminate information using the codes, convention, and language of media (MIL11/12MILA-III15)/ (MIL11/12MILA-III16)



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. It refers to the various interpretations that the text suggests to the audience.
 - a. connotative meaning
 - b. denotative meaning
 - c. media language
 - d. media producer
2. They are the people who initiate, plan, and produce media texts.
 - a. audience
 - b. media directors
 - c. media producers
 - d. stakeholders
3. They refer to the people or organizations that share the same interests or intentions.
 - a. audience
 - b. media directors
 - c. media producers
 - d. stakeholders

4. The meaning of the product is not based on the product itself but on the interpretation of the audience.
 - a. form conventions
 - b. symbolic codes
 - c. technical codes
 - d. written codes
5. It is a symbolic code that means “everything within the frame”.
 - a. acting
 - b. color
 - c. *mise en scene*
 - d. setting
6. It refers to the time and place of the narrative or a specific scene.
 - a. acting
 - b. color
 - c. *mise en scene*
 - d. setting
7. It refers to the portrayal of the actors in creating media products.
 - a. acting
 - b. color
 - c. *mise en scene*
 - d. setting
8. Considerations on this are highly connotative when it comes to interpretations. It is also usually associated with cultural aspects.
 - a. acting
 - b. color
 - c. *mise en scene*
 - d. setting
9. This points out that the knowledge and connotations of different camera angles and shots make sense when looking at films and photographs but mean nothing outside those forms.
 - a. form conventions
 - b. symbolic codes
 - c. technical codes
 - d. written codes
10. This type of convention refers to how the types of media codes are expected to be arranged.
 - a. form conventions
 - b. genre conventions
 - c. story conventions
 - d. technical conventions
11. It is the process of looking into the demographics (age, gender, social status, etc.) and psychology (values, beliefs, attitude) of the audience.
 - a. audience analysis
 - b. media product planning
 - c. media research
 - d. product analysis

12. This refers to the exact information (not expectations) which the audience brings about the media output.
 - a. Audience Engagement
 - b. Audience Expectations
 - c. Audience Foreknowledge
 - d. Audience Identification

13. This refers to the monitoring of the audience before, during, and after the production of the media text.
 - a. Audience Analysis
 - b. Audience Foreknowledge
 - c. Audience Placement
 - d. Audience Research

14. This refers to the reaction of the audience to the media text. Different people react in varied ways to the same text.
 - a. Audience Analysis
 - b. Audience Engagement
 - c. Audience Identification
 - d. Audience Placement

15. This refers to the connection built by the media text to the audience.
 - a. Audience Analysis
 - b. Audience Engagement
 - c. Audience Expectation
 - d. Audience Identification

Lesson 1

Media and Information Languages

Media and information literacy involves a full understanding of how information, signs, symbols, and meanings are being communicated through various media. Language is considered to be one important medium to communicate. As a medium of communication, language is defined as a “system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact” (Finocchioro, in Jiang, 2010). Language carries various facets and functions. In this module, you will learn one aspect of language: the language as it functions in media and information.



What's In

Word Search

You are now challenged to recall the concepts that you have learned during the previous discussion. Look for the words related to media and information sources from the table below.

D	I	C	T	I	O	N	A	R	Y	S	O	H
W	T	L	K	X	C	L	E	T	T	E	R	C
R	I	E	L	I	B	R	A	R	Y	C	K	E
X	N	Y	R	Z	V	V	I	D	E	O	J	E
E	T	R	J	T	B	K	J	S	A	N	U	P
D	E	A	U	D	I	O	H	D	Q	D	Y	S
N	R	M	H	A	N	A	G	E	M	A	I	L
I	N	I	G	S	M	L	R	F	W	R	T	K
T	E	R	F	D	I	A	R	Y	E	Y	R	J
Y	T	P	D	B	I	O	G	R	A	P	H	Y
U	I	O	S	U	O	N	E	G	I	D	N	I



What's New

Symbols Exposed

Identify the names and meaning of the symbols below.

Symbol	Name and Meaning
1.  https://commons.wikimedia.org/wiki/File:.svg	A. Yin Yang is a significant symbol in Chinese philosophy which signifies perfect balance.
2.  https://en.wikipedia.org/wiki/File:.svg	B. Caduceus is often mistakenly considered as a medical symbol (instead of the Rod of Asclepius). It actually signifies trade and negotiation.
3.  https://en.wikipedia.org/wiki/File:Nazi.svg	C. Trinity Knots is the three-cornered symbol in the ancient Celtic which signifies the Holy Trinity. It also represents the three promises of a relationship: to love, honor, and protect.
4.  https://commons.wikimedia.org/wiki/File:Font_Awesome_5_solid.svg	D. Peace Sign is originally created to encourage British nuclear disarmament.
5.  https://commons.wikimedia.org/wiki/File:.svg	E. Swastika , although usually linked to Nazi anti-semitism and the carnage of World War II, the swastika actually has auspicious meanings in some other cultures.



What is It

Media Language

Media language denotes how media producers make meaning about a certain medium (advertisement, TV show, film, etc.) they are producing and how they transfer that meaning to their target audience. It allows the audience to convey the meaning of the text through its signs and symbols. These signs and symbols used in media text do not have a single meaning. It is expected that audiences have different interpretations and will use different meaning systems. In interpreting these signs and symbols, audiences may interpret the media text denotatively or connotatively. **Denotative meaning** is the literal meaning of the media text while **connotative meaning** refers to the various interpretations that the text suggests to the audience which are often associated with their culture, values, beliefs, etc. For example, the use of the nonverbal signal “thumbs up” may mean “*Job well done!*” in western cultures but it is a rude gesture in some countries in the Middle East.

Media Codes and Conventions

In interpreting the meaning of the media text, you have to be able to understand two of the most significant aspects of media and information language – the codes and conventions. Media codes and conventions are the very foundations of all the existing media. Media codes commonly have an established meaning, denotation or connotation, to the target audience. Meanwhile, conventions refer to the possible methods in which codes are organized in a product.

Types of Media Codes

There are three types of media codes: symbolic codes, technical codes, and written codes.

Symbolic codes are audience-based. The meaning of the product is not based on the product itself but on the interpretation of the audience. For example, a film with a scene waving a white flag symbolizes “retreat” or “surrender”. In reality, the audience who sees someone waving a white flag may interpret it the same way. The symbolic codes in media include setting, *mise en scene*, acting and color.

- *Setting* refers to the time and place of the narrative or a specific scene.
- *Mise en scene* is a French term that means “everything within the frame”. It describes all the features (set design, costume, props, staging) within a frame of media products.
- *Acting* refers to the portrayal of the actors in creating media products.
- *Color* considerations are highly connotative when it comes to interpretations. It is also usually associated with cultural aspects.

Technical codes refer to codes specific to a media form alone. The knowledge and connotations of different camera angles and shots make sense when looking at films and photographs but mean nothing outside those forms. The technical codes include *camerawork* (camera operation, positioning, and movement for desired specific effects), *editing* (the process of selecting, operating, and ordering images and sound), *audio* (expression and utilization of sounds), and *lighting* (the manipulation of light based on the target mood).

Written codes are the formal written language used in creating a media product. It includes the printed language (the text visible with the media frame which is the text you can see within the frame) and the spoken language which includes the dialogues and even the lyrics of the song.

Types of Conventions

Conventions refer to the recognized ways of using media codes. The types of conventions include form conventions, story conventions, and genre conventions.

Form conventions are ways in which the types of media codes are expected to be arranged. For instance, the title and main casts are expected to appear at the beginning of a movie while the credits are expected to appear at the end. A number of television series usually begin with a short recap of the previous episode and end with a preview of the next episode.

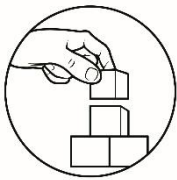
Story conventions refer to the basic structures of narratives. Examples of story conventions involve narrative structures, character constructions, and point of view.

Genre conventions refer to the common use of the elements of narratives such as the characters, settings, or themes in a certain type of media. Genre conventions can be formal or thematic and are usually linked to the expectations of the audience.

Media producers, stakeholders, and audience

Aside from media language, media practitioners also look into other elements such as the producers, the stakeholders, and the audience. The **media producers** refer to the people who initiate, plan, and produce media texts. They need to have the skill in assessing the media texts and a thorough understanding of the target product; and the processes that go into creating the products. Meanwhile, the **stakeholders** refer to people or organizations that share the same interests or intentions. The **audience**, on the other hand, is a significant element in delivering media texts. All media texts are made with a target audience in mind. Producers conduct an audience analysis before coming up with a media text. **Audience analysis** is the process of looking into the demographics (age, gender, social status, etc.) and psychology (values, beliefs, attitude) of the audience. Producers also consider the reaction of the audience by looking into the following:

- **Audience Engagement.** This refers to the reaction of the audience to the media text. Different people react in varied ways to the same text.
- **Audience Expectations.** This refers to the anticipation of the audience about the text. Producers may satisfy or shatter the audience's expectations.
- **Audience Foreknowledge.** This refers to the exact information (not expectations) which the audience brings about the media output.
- **Audience Identification.** This refers to the connection built by the media text to the audience.
- **Audience Placement.** This refers to the strategies producers use to make the audience feel that the media text is made specifically for them.
- **Audience Research.** This refers to the monitoring of the audience before, during, and after the production of the media text.



What's More

Activity 1.1

The following pictures are taken from different advertisements. You are tasked to interpret the media language by indicating the codes, conventions, and meaning. Write the meaning of the media text on a separate sheet of paper.

Advertisement 1	Advertisement 2
<p>https://i.pinimg.com/originals/99/4f/e6/994fe6f9720c112c9ed947bc8449f32c.jpg</p>	<p>http://dimland.blogspot.com/2016/11/</p>
<p>Code:</p> <hr/>	<p>Code:</p> <hr/>
<p>Convention:</p> <hr/>	<p>Convention:</p> <hr/>
<p>Meaning/s:</p> <hr/> <hr/>	<p>Meaning/s:</p> <hr/> <hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<p>Advertisement 3</p>	<p>Advertisement 4</p>

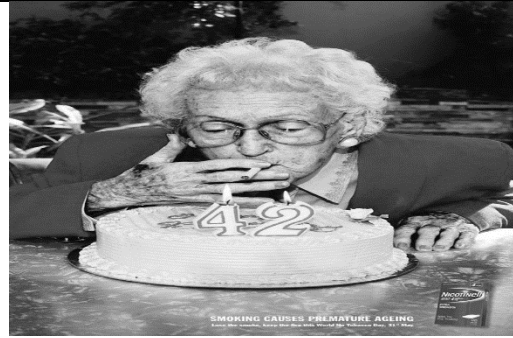


<https://www.seenox.org/meaningful-innovative-social-ads/>

Code: _____

Convention: _____

Meaning/s: _____



<https://www.seenox.org/meaningful-innovative-social-ads/>

Code: _____

Convention: _____

Meaning/s: _____

The meaning for each advertisement will be graded using the following rubric.

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease

Activity 1.2

Decoding Codes and Conventions

Watch the commercial entitled “Kahera” from the link below and analyze its codes, conventions, and messages by completing the table.

<https://www.youtube.com/watch?v=Uw66Da0GFPM>

CODES
<i>Symbolic codes</i> <ul style="list-style-type: none">• Setting: _____• <i>Mise en scene</i> _____• Acting _____• Color _____
<i>Technical Codes</i> <ul style="list-style-type: none">• Camerawork _____• Editing _____• Audio _____• Lighting _____
<i>Written Codes</i> <ul style="list-style-type: none">• Printed language _____• Spoken Language _____
CONVENTIONS
Form Conventions _____ _____
Story Conventions _____ _____
Genre Conventions _____ _____
MESSAGE
_____ _____

The response under **Message** of the given advertisement will be graded using the following rubric.

Score	Description
2 points	Includes little essential information and one or two facts
3 points	Includes some essential information with a few citations and facts
4 points	Includes essential information and facts to give viewers an understanding of the topic
5 points	Covers the message completely and in-depth with a variety of resources



What I Have Learned

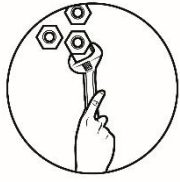
Ponder on the following questions:

1. How do we get the meaning of code and conventions?

2. How significant is learning media and information languages?

Your response to these questions will be graded using the following rubric.

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease



What I Can Do

You are challenged to produce an advertisement (print or non-print) that highlights gender empowerment. As a producer, you are expected to apply the necessary guidelines and codes, and conventions in creating media products. Refer to the rubric provided below.

RUBRIC FOR ADVERTISEMENT

	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1
Written Codes	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness.	The work is an extensive collection and rehash of other people's ideas, products, and images. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, and images. There is no evidence of new thought.
Symbolic and Technical Codes	The advertisement is an aesthetically pleasing, creative, and original example of the chosen format.	The advertisement is aesthetically pleasing/creative/or original and a good example of the chosen format.	The advertising is pleasing and is a satisfactory example of the chosen format.	The advertisement is unoriginal and is not an example of the chosen format.
Advertising Technique	The advertisement uses the chosen advertising technique creatively and well.	The advertisement is a good example of the use of the advertising technique.	The advertisement uses the advertising technique satisfactorily, but not creatively.	The chosen advertising technique is not followed or no advertising technique exists.



Assessment

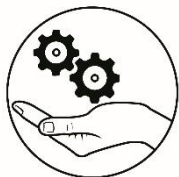
Multiple Choice.

- A. Determine the type of codes and conventions described in the following situations.
1. The producer decided to shoot during sunset to highlight the end of life.
 - a. symbolic codes
 - b. technical codes
 - c. written codes
 2. The TV commercials of any cigarettes include the warning, "Smoking is dangerous to your health" at the end.
 - a. symbolic codes
 - b. technical codes
 - c. written codes
 3. The editor decided to present the images based on the themes.
 - a. symbolic codes
 - b. technical codes
 - c. written codes
 4. The actors selected can deliver the piece effectively.
 - a. symbolic codes
 - b. technical codes
 - c. written codes
 5. The director asks for a retake of the scene due to an incorrect camera angle.
 - a. symbolic codes
 - b. technical codes
 - c. written codes
 6. The film producer decided to end the film through the use of the cliffhanger technique.
 - a. form conventions
 - b. story conventions
 - c. genre conventions
 7. The film director allotted 20 seconds for the recapitulation of the previous episodes.
 - a. form conventions
 - b. story conventions
 - c. genre conventions
 8. The viewers were surprised when the 10th episode began by showing the scenes from the previous episode.
 - a. form conventions
 - b. story conventions
 - c. genre conventions
 9. Due to the involvement of the main cast in an accident, the producer decided to revise the flow of the story.
 - a. form conventions
 - b. story conventions
 - c. genre conventions
 10. The audience were left emotional when the ending of the movie falls opposite from their expectation due to the death of the main character.
 - a. form conventions
 - b. story conventions
 - c. genre conventions

B. Identify the element that producers need to give focus on to win the approval of the audience. Choose the letter of the best answer from the box. Write the chosen letter on a separate sheet of paper.

- a. Audience Engagement
- b. Audience Expectations
- c. Audience Foreknowledge
- d. Audience Identification
- e. Audience Placement
- f. Audience Research

11. As Rowel watched the commercial, he felt that the storyline talked about his own experiences.
12. Marisse felt that the prince in the advertisement was actually calling her “his princess”.
13. Michael, the commercial producer, conducted a survey to check on the effectiveness of the commercial.
14. Myline loved the film while Jeric seemed not to appreciate its content.
15. Khaye expected the film to be a blast since the actors involved are considered the best in the industry. However, she was disappointed after watching it.



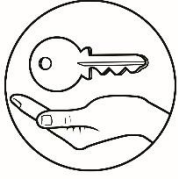
Additional Activities

Take a picture of at least five signage in your community. Explain its meaning and purpose.

Signage	Meaning and Purpose
1.	
2.	
3.	
4.	
5.	

The response under Meaning and Purpose of the signages will be graded using the following rubric.

Score	Description
2 points	Includes little essential information and one or two facts
3 points	Includes some essential information with a few citations and facts
4 points	Includes essential information and facts to give viewers an understanding of the topic
5 points	Covers the message completely and in depth with a variety of resources



Answer Key

<p>What's More Activity 1.1 Answers may vary.</p> <p>Activity 1.2 Answers may vary.</p> <p>Assessment</p> <p>1. a 2. c 3. b 4. a 5. b 6. b 7. a 8. a 9. b 10. c 11. d 12. e 13. f 14. a 15. b</p>	<p>What's New</p> <p>1. B 2. D 3. E 4. A 5. C</p> <p>What's In</p> <ul style="list-style-type: none"> • Indigenous • Library • Internet • Primary • Secondary • Tertiary • Dictionary • Speech • Letter • Index • Audio • Video • Biography • Diary • email 	<p>What I Know</p> <p>1. a 2. c 3. d 4. b 5. c 6. d 7. a 8. b 9. c 10. a 11. a 12. c 13. d 14. b 15. d</p>
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