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SCHOOLS DIVISION OF NEGROS ORIENTAL  
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# Media and Information Literacy

Quarter 1 – Module 6:  
**MEDIA AND INFORMATION  
LANGUAGES**



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**Media and Information Literacy – Senior High School**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 6: Media and Information Languages**  
**First Edition, 2020**

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## **MEDIA AND INFORMATION LITERACY**

### **Quarter 1 – Module 6: MEDIA AND INFORMATION LANGUAGES**



# Introductory Message

For the facilitator:

Welcome to the Media and Information Literacy Alternative Delivery Mode (ADM) Module on Media and Information Languages!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.









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 Alternative Delivery Mode (ADM) Module on Media and Information Languages!

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 learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <b><i>What I Need to Know</i></b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <b><i>What I Know</i></b>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <b><i>What's In</i></b>	This is a brief drill or review to help you link the current lesson with the previous one.
 <b><i>What's New</i></b>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <b><i>What is It</i></b>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <b><i>What's More</i></b>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <b><i>What I Have Learned</i></b>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <b><i>What I Can Do</i></b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

 <b>Assessment</b>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 <b>Additional Activities</b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <b>Answer Key</b>	This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you master the context of Media and Information Literacy. It contains varied activities that can help you as a Senior High School student to not just be an information literate individual, but a creative and critical thinker as well as responsible user and competent producer of media and information.

The module contains lesson in Media and Information Languages.

After going through this module, you are expected to:

1. Identify codes, convention, and message and how they affect the audience and other stake holders.
2. Present an issue in varied ways to disseminate information using codes, conventions and language of media.



## ***What I Know***











Let us determine how much you already know about the media and information languages by answering the questions below. Use your worksheet for your answers.

**A. Multiple Choice.** Answer the questions that follows. Choose the best answer from among the given choices.

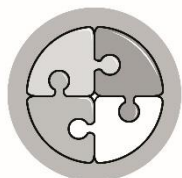
1. These are known as a system or collection of signs that create meaning when put together.  
A. Conventions    B. Formats    C. Codes    D. Symbols
2. These codes show that it is beneath the surface of what we see or iconic symbols that are easily understood.  
A. Technical Codes    C. Written Codes  
B. Symbolic Codes    D. Pseudo Codes

3. The codes that uses language style and textual layout like headlines, captions, speech bubbles, language style, and more.
- C. Technical Codes                      C. Written Codes  
D. Symbolic Codes                      D. Pseudo Codes
4. A signs that inform road users of traffic laws and regulations which, if disregarded, will constitute an offense.
- A. Technical Signs                      C. Warning Signs  
B. Genre                      D. Regulatory Signs
5. It is a French word which means “kind” or “class” The original Latin word is “genus” and means a class of things that can be broken down into subcategories.
- A. Format                      C. Entertainment  
A. Genre                      D. Conventions

**B. Identification:** Identify each symbols.

	Symbol	Meaning/What it represents.
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		





## *What's In*

### **Activity 1: Community Signs and Symbols**

- Identify the signs and symbols in your community that are used for a variety of purposes to convey information (e.g. for directions, locations of attractions, etc.).
- Describe the verbal and visual 'languages' used in these signs and symbols so they are commonly understood by people in your community. Consider the use of font, stylized images, design, etc.

#### **Rubrics**

Category	4	3	2	1
<b>Observations</b>	Student makes a complete and detailed description of the subject matter	Student makes a detailed description of most of the subject matter	Student makes a detailed description of some of the subject matter	Student descriptions are not detailed or complete.
<b>Understanding</b>	Analysis of the piece demonstrated thorough understanding of principles, concepts and relationships.	Analysis of the piece demonstrated considerable understanding of principles, concepts and relationships.	Analysis of the piece demonstrated some understanding of principles, concepts and relationships.	Analysis of the piece demonstrated little understanding of principles, concepts and relationships.
<b>Inquiry</b>	Analysis and Interpretation is strong.	Analysis and Interpretation is sound.	Analysis and Interpretation is satisfactory.	Analysis and Interpretation is weak.
<b>Application</b>	Ability to make and express judgements, and conclusions was insightful and effective.	Ability to make and express judgements and conclusions was considerably effective.	Ability to make and express judgements, and conclusions was moderately effective.	Ability to make and express judgements and conclusions was limited.



## ***What's New***

**Activity 2: Symbols.** An answer could be a form of phrase or a sentence.

1. What does a red Rose symbolizes?

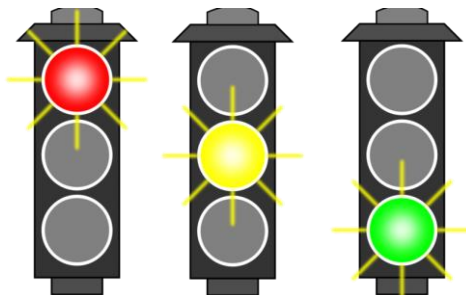


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2. What does the colors in a traffic Light Symbolize?



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## What is It

**Media Languages.** These are codes, conventions, formats, symbols and narrative structures that indicate the meaning of media messages to an audience.

**Codes.** In media studies, *codes* are known as a system or collection of signs that create meaning when put together. As boy scouts, or girl scout, you might be familiar with the use of more code, the smoke signals, or the signal flags for relating a message to another. **Semiotics** is the study or signs.

### Three Types of Media Codes

#### 1. The Symbolic Codes

These codes show that is beneath the surface of what we see (Objects, setting, body language, clothing, color, etc.) or iconic symbols that are easily understood. Symbolic codes in media include ***setting, mise en scene, acting and color.***

*Example:*

What does a clenched Fist symbolizes?



A clenched fist may convey Anger.

- a. **Setting** is the time and place of the narrative. A setting can be as big as the galaxy or space, or as small as a specific room. It can even be a created atmosphere or frame of mind.
- b. **Mise en Scene** means the stage setting, everything within the frame. The arrangement of actors and scenery on a stage for a theatrical production (<https://www.merriam-webster.com/dictionary/mise-en-sc%C3%A8ne>)  
In media terms it has become to mean the description of all the objects within a frame of the media product and how they have been arranged. An analysis of mise en scene includes: Set Design, Costume
- c. **Acting.** The actors portray characters in media products and contribute to character development, creating tension or advancing.
- d. **Color** has highly cultural and strong connotations. When studying the use of color in a media product the different aspects to be looked at are: Dominant color, Contrasting colors, and Color Symbolism.

## 2. Technical Codes

- The technical codes include sound, camera angles, types of shots and lightning. They may include, for example, ominous music to communicate danger in a feature film, or high-angle camera shots to create a feeling of power in a photograph. Technical codes in media may include Camerawork, Editing, Audio and Lightning. The actor portrays a character through: Facial expression, Movement and Body contact.

Film makers control what the audience focus on and therefore **every shot is chosen for a reason**. Changing how an object or person is framed can **drastically alter** how audience react to that character/ object. There is **no such thing as neutral**.

**Camerawork** refers to how the camera is operated, positioned and moved for specific effects. Camerawork includes: Positioning, Movement, Framing, Exposure, and Lens choice.

**Editing** is the process of choosing, manipulating and arranging images and sound

**Audio** is the expressive or naturalistic use of sound. The three aspects of audio are: Dialogue, Sound effects, and Music.

**Lighting** is the manipulation of natural or artificial light to selectively highlight specific elements of the scene. Elements of lighting include: Quality, Direction, Source, & Colour. Camera shots are an essential aspect of filmmaking and video productions, because by combining different types of shots, angels and camera movements, the filmmakers are able to emphasize specific emotions, ideas and movement for each scene.

### Types of Camera Shot Sizes

1. Extreme Wide Shot (ELS)
2. Long Shot (LS) / Wide Shot (WS)
3. Full Shot (FS)
4. Medium Long Shot (MLS) / Medium Wide Shot (MWS)
5. Cowboy Shot
6. Medium Shot (MS)
7. Medium Close Up (MCU)
8. Close Up (CU)
9. Extreme Close UP (ECU)

**Photo caption** - also known as cut lines, are a few lines of text used to explain or elaborate on published photographs.

**Comic Strips** – is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions.

**Camera Shot Framing** – is the art and science of placing subjects in your shots. Camera shots are all about composition. Rather than pointing the camera at the subject, you need to compose an image.

For filmmakers and videographers, a major consideration for framing is the number of subjects you feature in our shots, and their physical relationship to each other and the camera.

Based on how you plan to position your subjects, you'll need to adjust your camerawork. You'll want to capture your framing details on a shot list well before you arrive on set. That way you have a clear idea for the scene and can communicate your vision with ease.

### **Types of Camera Shot Framing**

1. **Single Shot** –What you shot captures one subject it's known as a single shot. This can be set and framed in any shot size you like, just as long as there is only one character featured within the frame.
2. **Two Shot** – is camera shot with two characters featured in the frame. Two shots are often really useful for allowing performances to play out in a single take, which can be especially useful for comedy.
3. **Three Shot** – A three-shot features three characters in the frame. Three shots are really important in adventure films, or really any film that has a group of characters, because it is an enormous time drain to shoot 3 single just to show every character, not to mention jarring.
4. **Over-the Shoulder Shot (OTS)**

Another elements of camera shots to consider is the perspective of the shot. An over-the-shoulder shot shows your subject from behind the shoulder of another character. Because it emulates perspective, it's common in conversation scenes.

Over-the-shoulder shots can help to provide orientation, and connect the characters on a emotional level.

An over-the hip shot is similar to over-the-shoulder in the that the camera is placed with a character's hip in the foreground, and the focus subject in the plane of acceptable focus. You'll gain a similar effect form an over-the-hip shot as you would an OTS, but if you have one-character standing, and the other sitting, kneeling, or any other configuration that places the subjects on uneven terrain" it will often suggest a power imbalance.

#### **5. Point-of-View Shot (POV)**

A POV shot is camera shot that shows the viewer exactly what the character sees. This transports the audience into the character. A point of View shot (POV) is generally sandwiched between two other shots. A camera shot of a character looking at something. It shows us exactly what

## **Camera Focus**

### **What is depth of Field?**

Depth of Field (DOF) is the tem used to describe the size of the area in your image where objects appear acceptably sharp. The area in questions is known as the field, and the size (in z-space) of the area is the depth of that field.

The center most point of the field is known as the point of focus. The imaginary two dimensional plane that extends from the point is known as the plan of focus. Any part of your image that falls directly on this place is officially in focus.

### **Types of Camera Shot Focus**

1. Rack Focus / Focus Pull
2. Shallow Focus
3. Deep Focus
4. Tilt-Shift

**3. Written Codes** – it is use of language style and textual layout (headlines, captions, speech bubbles, language style, etc.) The study of written codes includes:

- Headlines / Titles – It is the text indicating the nature of the article below it.
- Typeface/Font
- Slogans / Taglines
- Captions (print) or inter-titles (moving image)
- Style
- Choice of words
- Emphasis of words.

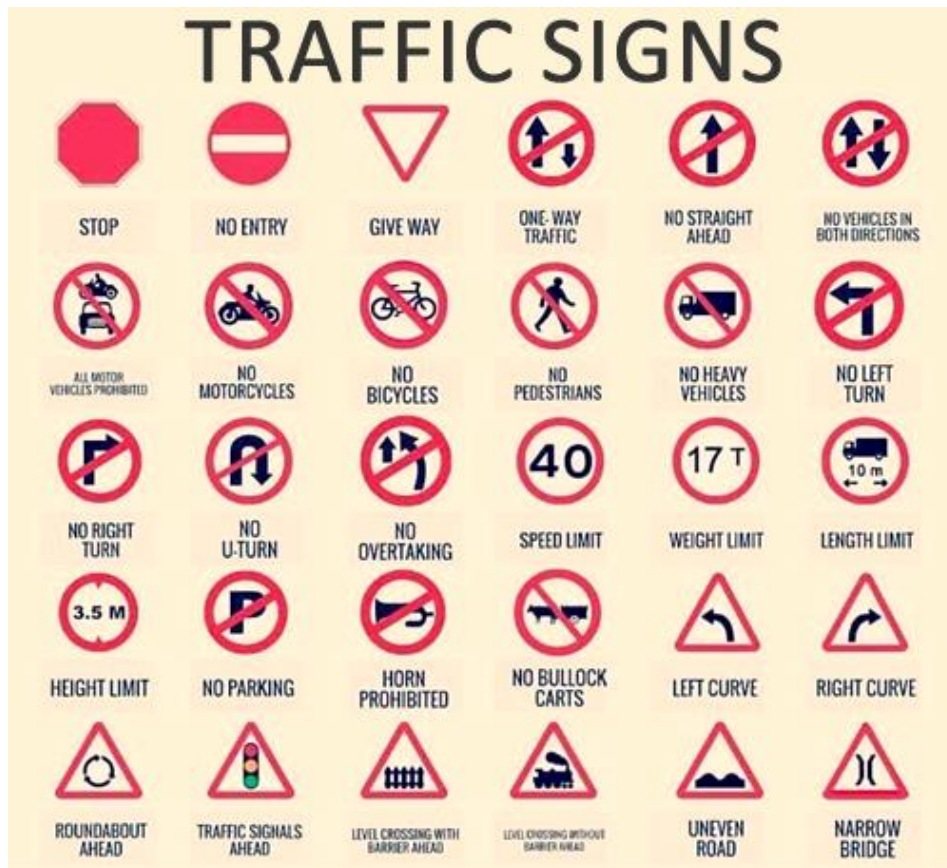
The use of language style and textual layout also express meaning. In newspapers for instance, the layout speaks about the degree of importance of a news story with respect to other news stories. Typically, newspaper editors follow the inverted “S” of news layout because the mode by which people read would be from left to right and from the upper fold of the newspaper down to the lower fold. Captions, titles, slogans, taglines, and some other language elements are also utilizing in a way suggest a particular meaning.

**Conventions** are accepted ways of using media codes. Conventions are closely connected to the audience expectations of a media product. Different types of conventions include form conventions, story conventions and genre conventions.

**Form conventions** are the certain ways we expect types of media codes to be arranged. For instance an audience expects to have a title of the film at the beginning, and then credits at the end. Newspapers will have the headline or the most important news on the front page and sports news on the back page. Video games usually start with a tutorial to explain the mechanics of how the game works.

**Story conventions** are common narrative structures and understandings that are common in story telling media products. Examples of story conventions include: Narrative structures, Cause and effect, Character construction, and Point of View.

**Genre conventions** point to the common use of images, characters, settings or themes in a particular type of medium. Genre conventions are closely linked with audience expectations. Genre conventions can be formal or thematic



Source: <https://englishyourway.com.br/wp-content/uploads/2019/02/VOCABULARY-TrafficSigns.png>

## Types of Signs

- A. **Regulatory Signs** – signs that inform road users of traffic laws and regulations which, if disregarded, will constitute an offense.
  1. Priority Signs, like Stop sign, Give way sign, Left turner must give way
  2. Direction Signs
  3. Prohibitive / Restriction Signs
  4. Speed Signs
  5. Parking Signs
  6. Miscellaneous Signs
  
- B. **Warning signs** – Signs used to warn motorists of potentially hazardous conditions on or adjacent to the road. It advises motorists of road conditions that require caution and may call for a reduction in speed, in the interest of safety and that of other road users.
  1. Horizontal signs
  2. Intersection signs
  3. Advance Warning/ Traffic Control Device Signs
  4. Road Width Signs
  5. Road Obstacle Signs
  6. Pedestrian School Signs

## What is Genre?

Genre is a French word which means “kind” or “class” The original Latin word is “genus” and means a class of things that can be broken down into subcategories

The primary genres that media and information industry consider are the following in broad strokes: news, information, education, entertainment, and advertising.

**News.** These are stories that have critical importance to community and national life. Like the storytelling of fictional dramas, news stories are also told following the basic structure of beginning, middle, and end.

### Major Division of News Stories Employed by Journalists

(Sub-genres in delivering news)

1. **Hard news** (straight news) – It is usually found in the first page of a newspapers or make up the headline of a regular episode of primetime news.

**Hard news values two elements:** seriousness and timeliness.

**Seriousness** – means topics or issues that are critical to the lives of the community and the body politics.

**Timeliness** – It is the stories that cover current events and the current peace negotiations, the outbreak of war, a significant public statement issued by a leader or a situation of current crisis.

2. **Soft news** – It is also called *human interest stories*. The journalist is able to relax in presenting soft news. This include lifestyle news, travel news, articles offering the best way to do something.
3. **Features** – The feature stories are extensions of soft news in a sense that the human interest angle is played up and presented in a longer and elaborate format.
4. **Opinion and Editorial.** Opinion against hard news are reserved for editorials and opinion columns. Columns are opinion articles and editorials express an individual or organizational point of view. Editorials can serve many purposes, it can argue for a certain issue and calls on a person or an entity to act on the issue or respond to the clamor of the citizens.
5. **Investigative News (reporting)** – It has a very specific relation to power because it focuses in finding, reporting, and presenting news which the authorities try to conceal. It is to expose wrong doing, questionable transactions or shady deals brokered by those in power, there is the more compelling need to be more in-depth and analytical with the facts that are uncovered in a process that usually takes longer than conventional news reporting.



**Advertisements** are messages that are created to sell a product or services.

**Three established broad sub-genres of Advertising.**

1. **Hard-sell advertisements.** These are commercial in nature and utilizes explicit messages to get the consumers to purchase a product or patronize service.
2. **Soft-sell advertisements.** These are associate in nature. A major soda company associates its product with the happiness derived from family togetherness.
3. **Infomercial** –Derived from the word “information” and “commercials” combine the need to inform or educate and the intent to sell a product. Advocacy groups use infomercials to send messages.

**Entertainment** derives from the French word *entretenir* which means ‘to hold the attention, keep you busy, or amused,’.

According Turow, he identified four Entertainment subgenre which are festival, drama, gaming and comedy.

**Table 1: Entertainment Genre**

<b>Genre</b>	<b>ENTERTAINMENT</b>			
Subgenre	<b>Festival</b>	<b>Drama</b>	<b>Gaming</b>	<b>Comedy</b>
2 <sup>nd</sup> Level subgenre	Parades	Workplace	Sports	Situation Comedy
3 <sup>rd</sup> Level subgenre	Secular parades	Dramas about professionals	Professional Sports	Work-based sitcoms
4 <sup>th</sup> Level subgenre	Nonrecurring secular parades	Hospital dramas	NFL Football	Hospital-based sitcoms

**Role of Genre in Understanding Media Messages**

Genre helps audiences-readers and viewers- to understand the text by merely looking at those signs that you can recognize and interpret. Oftentimes, you may not understand the whole film you are watching but because there are clues in context that these codes or signs provide, you are able to form interpretations. This is why those who construct the message should “conform to certain standard practice within the boundaries of a particular genre (Bhatia, 1993).” The codes in the genre guide the audience toward a particular understanding of the message.

But a genre is not fixed or static. There are factors that may influence how message may be understood. The factors include:

- One’s role in the society, i.e., a student may interpret the message differently compared to someone who is working adult;
- Group purposes-your reasons for consuming the message affect your understanding of it, e.g., when you watch for entertainment, you may tend to be less critical of the hidden intention of the message;
- Professional and organizational preferences and prerequisites-your biases toward the message may also affect your interpretation of it; and
- Culture constraints-the culture you belong to may have a different way of looking at things compared to other cultures.

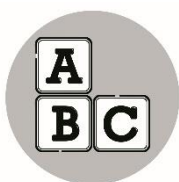
**Table 2. Chandler's Typology of Genre Codes**

		Major Code	Subcode
Social Codes		Verbal Language	Phonological , Syntactical, Lexical, Prosodic, Paralinguistic
		Bodily Codes	Bodily Contact, Proximity, Physical Orientation, Appearance, Facial Expression, Gaze, Head Nods, Gestures, Posture
		Commodity Codes	Fashion, Clothing, Cars
		Behavioral Codes	Protocols, Rituals, Role-playing, Games
Textual Codes	Representational Codes	Scientific Codes	
		Aesthetic Codes within the Various Expressive Art	Poetry, Drama, Painting, Sculpture, Music, Classicism, Romanticism, Realism
		Genre, Rhetorical, and Stylistic Codes	Narrative (Plot, Character, Action, Dialogue, Setting, Etc.), Exposition Argument
		Mass Media Codes	Photographic, Televisual, Filmic, Radio, Newspaper, and Magazine Codes Both Technical and Conventional Codes (including Format)
	Interpretative Codes	Perceptual Codes	Visual Perception (Hall 1980, 132; Nichols 1981, 11ff; Eco 1982) <i>Note: This code does not assume intentional communication.</i>
		Ideological Codes	<ul style="list-style-type: none"> <li>• More broadly, these include codes for encoding' and 'decoding' texts <ul style="list-style-type: none"> <li>○ Dominant (or 'hegemonic')</li> <li>○ Negotiated</li> <li>○ Oppositional (Hall, 1980; Morley, 1980)</li> </ul> </li> <li>• Individualism, Liberalism, Feminism, Racism, Materialism, Capitalism, Progressivism, Conservatism, Socialism, Objectivism, Consumerism, and Populism</li> </ul> <i>Note: All codes can be seen as ideological.</i>

## Format

The **formats** are templates that provide the working and provisional structures of media and information texts. Formats provide the architectural foundation of a media or information text and thus dictate the kind of content that will be generated and the specific audience a program will attract.

A **formula** is an established procedure for achieving something. In media creation and production, the formula is the combination of elements that will generate the kind of content and the optimal effect that is envisioned.



## ***What's More***

### **Activity 3: Inform Me**

**Instruction:** Search for videos tackling infomercial selling the Philippines as tourist destination. Below are guide questions and write your answer in a short bond paper.

1. What are the codes and conventions used in advertising that are applied in this short infomercial?
2. How does it represent the Philippines, the “product” it is trying to sell?
3. What create tools were used?
4. How did everything blend?
5. Was it successful in selling the “product”?
6. Did the media creators introduce innovations to the established codes and conventions of advertising?



## ***What I Can Do***

**Activity 4:** Answer the following questions briefly in your notebook or worksheets.

1. Are codes in media messages intentionally embedded or are merely incidental? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_.
2. Why do films and other audio-visual media employ codes?  
\_\_\_\_\_  
\_\_\_\_\_.
3. How are codes utilized to frame certain message and lead audience to a particular understanding of a text or message?  
\_\_\_\_\_  
\_\_\_\_\_.












## Assessment

**A. Multiple Choice.** Choose the best answer from among the given choices.

1. These are templates that provide the working and provisional structures of media and information texts.  
B. Conventions      B. Formats      C. Codes      D. Symbols
2. These codes show that it is beneath the surface of what we see or iconic symbols that are easily understood.  
A. Technical Codes      C. Written Codes  
B. Pseudo Codes      D. Symbolic Codes
3. The codes that uses language style and textual layout like headlines, captions, speech bubbles, language style, and more.  
C. Technical Codes      C. Written Codes  
D. Symbolic Codes      D. Pseudo Codes
4. What signs used to warn motorists of potentially hazardous conditions on or adjacent to the road.  
C. Technical Signs      C. Warning Signs  
D. Genre      D. Regulatory Signs
5. These are messages that are created to sell a product or services.  
A. Advertisements      C. Entertainment  
B. Editorial writing      D. News reporting

**B. Identification:** Identify each symbols

	Symbol	Meaning/What it represents.
6.		
7.		
8.		

9.		
10.		
11.		
12.		
13.		
14.		
15.		



## ***Additional Activity***

### **Reflection:**

Observe example of factual television program (news or documentary). List the common codes and conventions that you notice in these programs. How do you think these codes and conventions influence you as an audience in responding to the messages? Write your findings in a short bond paper

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