

DECODING MEDIA

ELICIT-PLUS C1 Training Module

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INFLUENCES IN REFLECTING REALITY

- **Economic or political interests:**
 - economic colossus
 - media trusts
 - governments
- **Need to increase audience, presenting:**
 - disasters
 - deaths
 - pandemics

JOURNALIST AND THE REPORTED EVENT

he joins to what he says: (according to me, as for me,
for my part, I think ...)

he put distance between
himself and his statement: (according to ..., etc.)

he claims a certitude : (obviously, no doubt about)

he suggests a doubt about
what is said : (likely, probably)

Source of information:

By direct observation of facts

By persons involved: experts, witnesses or political institutions, legal firms, police

Documents: surveys, releases, studies

criteria of objectivity

- × neutrality, impartiality, impersonality
- × distancing from the subject
- × real and verifiable facts
- × statement of explicit source
- × signing of the article with the full name
- × the presence of formal typographical markers (quotes)
- × reported speech
- × giving priority to institutional sources of the item or issue

Linguistic markers of objectivity

- × a neutral style, tone and neutral vocabulary
- × personal pronouns in the third person
- × strengthen statements by using: quote, references, statistics, images
- × lack of direct interrogative/ exclamatory sentences
- × lexical and syntactic structures introduced by "as" or introducers verbs : "declare" or "affirm"
- × relating speech of famous people or respected institutions
- × more views of experts increasing the apparent objectivity of the article
- × in texts on controversial subjects, the juxtaposition of contradictory contents can process information beyond any criticism of bias

Markers of subjectivity

- ✗ judgment or evaluation (positives or negatives) of the author /speaker
- ✗ subjective adjectives and adverbs
- ✗ subjective verbs: to love, enjoy, wish, hope, desire, want
- ✗ verbs indicating behavior: speaking, say, ask, criticize, etc.
- ✗ perceptual apprehensions seem, feel
- ✗ opinion verbs: estimate, find, think, believe, know, be ...
- ✗ Intonation, modal verbs , tenses
- ✗ deictic indices (I / you)
- ✗ some adverbs (such as: frankly, probably, personally, maybe etc).
- ✗ integrative/ imperative discourse markers can potentially throw suspicion on the truth

“Basic Questions to Ask about Any Media Message

(The Key Concepts of Media Analysis are part of the National Association for Media Literacy Education’s Core Principles of Media Literacy Education available at: <http://name.net/publications/core-principles/>)

1. Who made—and who sponsored—this message? What is their purpose?
2. Who is the target audience? And how is the message tailored to that audience?
3. What techniques are used to inform, persuade, entertain, and attract attention?
4. What messages are communicated (or implied) about certain people, places, events behaviors, lifestyles, etc.?
5. How current, accurate, and credible is the information in this message?
6. What is left out of this message that might be important to know?

Key Concepts of Media Analysis

1. All media messages are “constructed.”
2. Each medium has different characteristics, strengths, and a unique “language” of construction.
3. Media messages are produced for particular purposes.
4. All media messages contain embedded values and points of view.
5. People use their individual skills, beliefs, experiences to construct their own meanings from media messages.
6. Media and media messages can influence beliefs, values, attitudes, behaviors and the democratic process.”

HOW TO AVOID MANIPULATION

- focusing more on education of media literacy
- encouraging critical thinking
- not to react up in the emotion
- to be curious: exploring information, checking multiple sources. comparing the results
- questioning the objectivity of the author, the interest to transmit the information
- reflecting on who might benefit from the message

Thank you for your attention!