

BS
Mass Communication

Study Guide

ADVANCE THEORIES AND STRATEGIES OF COMMUNICATION-I

CODE: 9273

UNITS: 1-9



DEPARTMENT OF MASS COMMUNICATION
Allama Iqbal Open University
Islamabad.

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**Department of Mass Communication
Faculty of Social Sciences & Humanities
Allama Iqbal Open University**

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PREFACE

Theories have been a significant part of the human societies for millennia. Theories are emerged from some repeatedly observed phenomenon and they carry suggested ways to move forward. They have ability to guide human beings towards understanding the things happening around them and making them able to perform in a better way. Theories exist in almost each and every sphere of life and they have become vital part of the syllabi and curricula of many subjects of the educational institutions all over the world. Like many other areas of study, theories are considered a vital part in the studies of media education and communication sciences worldwide. Communication theory gives us tools to answer empirical, conceptual, or practical communication questions. It is a suggested description of communication phenomena and their relationships. It also provides a symbolic representation of social phenomena because of communication. Communication theories have emerged from multiple historical points of origin, including classical traditions of oratory and rhetoric, Enlightenment-era conceptions of society and the mind, and post-World War II efforts to understand propaganda and relationships between media and society.

Twentieth century is considered as the century of the emergence and worldwide adoption of media education and communication studies. Many social scientists from the United States presented their theories of media effects when television, film and print media got tremendous adoption and popularity in the American society. Later, these theories became the core debate of media effects not only in the US but also in the whole world. Today, communication theories are considered as an integral part of the curriculum of Mass Communication and Media Studies in different parts of the world. Keeping in view its significance, the course “Advance Theories & Strategies of Communication” has been included in the syllabus of BS Mass Communication. This book has been designed and developed as per the needs and requirements of the global job market. I am sanguine the study of this study guide will be greatly helpful for the students of Mass Communication and Media Studies for understanding the communication phenomena and they will be able to explore the field of communication theories in an excellent manner.

I wish you all the best.

Prof. Dr. Saqib Riaz

Chairman

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FOREWORD

Communication theory studies the scientific process of sending and receiving information. There are many principles, methods, and components that can affect a message, and communication theory explains this phenomenon very well. It has become an integral part of the syllabi and curricula of the universities all over the world. The course “Advance Theories and Strategies of Communication” is taught in the universities along with models and strategies of communication. It helps students understand the phenomenon of communication with deep understanding. The course has been a part of the scheme of studies for MSc Mass Communication program for decades at AIOU and now the same is being offered in the newly launched BS Mass Communication program.

I appreciate the efforts of the Department of Mass Communication Allama Iqbal Open University to design and develop a new study guide for the course “Advance Theories and Strategies of Communication” Part-I. The course is designed and developed keeping in view the latest trends and challenges in the field of Mass Communication and Media Studies as well as the global job market trends. I am confident, this study guide will be highly useful for the students and learners of Mass Communication. It is also a matter of pride for AIOU that the books produced by the Mass Communication Department of AIOU are studied in other universities of Pakistan. It is truly an excellent service to the nation.

VICE CHANCELLOR

CONTENTS

Unit 1: Mass Communication Theory: An Introduction	1
Unit 2: Models of Mass Communication	9
Unit 3: Normative Theories of Mass Media	21
Unit 4: Media Ownership.....	31
Unit 5: Language and Communication.....	39
Unit 6: Perception Issues in Communication	55
Unit 7: Persuasion: Techniques and Theories.....	63
Unit 8: Functions and Devices of Propaganda	75
Unit 9: Social-Psychological Approaches to Communication	85

INTRODUCTION

Right from its inception Allama Iqbal Open University (AIOU) has been playing a key role in educating people around the country, especially those who due to one or another reason could not avail the opportunity earlier. The university develops its own courses and publishes books and other study materials to help its students. Although in the present age internet helps the learners and relevant literature on any subject area/ topic is just a click away however, even then we know that many technological, economic, socio-cultural, and system-related barriers make students' access to these rich treasures of knowledge difficult. The university, therefore, urges its academic departments to develop/ publish relevant study materials for each course which the university then share with its students in the form of soft and hard copies. Keeping in view this objective, the Department of Mass Communication, AIOU produced the book in your hand.

In fact, this is a study guide for course code # 9273. It briefly explains the approved course contents of the course. As you know we have borrowed the services of different authors and reviewers for this course. They have tried their best to explain the classic theories of mass communication in a more customized way. The focus of the course is to orient the students to the multifaceted and multi-purpose nature of communication. The book explains various theories regarding interpersonal communication and mass communication situations. As this is just a study guide hence, the course outlines have not been discussed in detail. Basically, this book orients the students to different models and theories which explain the nature of communication as an art, a skill and a science. In general, it discusses that how communication works, how a message should be designed/ disseminated, what potential effects could be elicited from the audience, how media messages are diffused in a social system, etc.

Unit 01 briefly defines mass communication, communication theory, it's role and goals as well as the effects of new technology on mass communication theory. Unit 02 contains some very basic and classic models of mass communication so that students can better comprehend the process of mass communication. As we know that communication theory can be classified on the basis of its goals and objectives. The third unit of this book discusses normative theories of mass communication, which deal with what mass media ought and what not ought to do in a society. The next unit (unit 04) discusses the basic functions of mass media. It has also thrown light on the different types of media ownership and the potential effects of ownership on media content. Unit 05 of the book explains the in-built characteristics of language and how they make hurdles for communicator in encoding. The next four units i.e., unit 06, unit 07, unit 08 and unit 09 in general have focused more the mental and psychological orientations of media audiences

in reception and processing media messages. Whereas 7th and 8th units of this book are persuasion and propaganda. In other words, these units tell us that what techniques and theories which are being used by mass media to influence their audiences cognitively, affectively, and conatively.

I hope the student will find this book very interesting, more informative and quite easy to understand. It will not only help them in their studies rather it will prove very handy for them in their professional life by adopting the basic assumptions of the classic theories of communication (mass communication) and other techniques of message construction. Wishing you an intellectually exciting exploration of the course.

Dr. Bakht Rawan

Associate Professor/ Course Production Coordinator

ACKNOWLEDGEMENT

Personally, I am indebted to all unit writers and reviewers of this book. No doubt their scholastic input has made this book as one of the great additions to indigenous literature on the subject of mass communication especially communication theory. It is pertinent to mention here that we have borrowed the services of highly qualified people as unit writers and reviewers for this course book. I feel no hesitation in saying that the product of this galaxy of skilled, trained, and competent authors and reviewers in the shape of this book will go a long way in enriching Mass Communication theories and strategies in Pakistan. I am also thankful to my colleagues at the Mass Communication Department AP& CP and PPU for making this project a success in very short time.

Dr. Bakht Rawan

Course Development Coordinator

Unit-01

**MASS COMMUNICATION THEORY:
AN INTRODUCTION**

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CONTENTS

1.1 Introduction.....	3
1.2 Objectives	3
1.3 Overview	4
1.4 Defining and Redefining Mass Communication	4
1.4.1 Characteristics of Mass Communication	4
1.4.2 New Media Environment	5
1.5. Defining Theory	5
1.6. Changes in Mass Communication Theory	6
1.7. Role and Goal of Theory	6
1.8. Symbiotic Relationship between Theory and Research	7
1.9. Self-Assessment Questions	7
Suggested Readings.....	8

1.1 INTRODUCTION

Mass communication theories are the major conceptual viewpoints developed over centuries which provide an insight to the communication students how people use, deal with and disseminate through media. Media messages may create an impact on the receivers or the media contents may have been influenced by the consumers. Theories provide an understanding on scientific grounds to that. This unit will highlight why the theories are necessary, how mass communication theories evolved over time, and how the research and theory collaborate with one another to enrich the body of knowledge.

1.2 OBJECTIVES

Contents of this unit are designed to enable the students to:

- Understand what's a theory.
- Know the importance of a theory.
- Comprehend theoretical perspectives of mass communication.
- Acquaint with theoretical development in the field.
- Understand the relationship between theory and research.

1.3 OVERVIEW

Theory is a viewpoint, carefully based on observations, logics, postulates, and hypotheses over a certain phenomenon. It draws the outlines for investigating any problem with scientific reasoning. Set of propositions lays the basis for building, testing and retesting the knowledge. Theoretical viewpoints are not a constant thing. Suppositions describe a phenomenon a variety of ways. There are hundreds of theories in social sciences. Mass communication scholars imply a number of theories within and across the disciplines to examine different aspects of the communication and media studies. Theoretical knowledge helps add to the ever-changing definitions of social attributes.

1.4 DEFINING AND REDEFINING MASS COMMUNICATION

In the recent years, several new theories have emerged in mass communication and media studies that are redefining different aspects of communication both conceptually and operationally. Communication theory is expanding across the social sciences as well as is mixing up the physical and computational sciences. Traditional theories of mass communications have been revolving around the effectual nature of the communication while the emerging theories tend to examine the behavioural and multicultural aspects of human nature. With the advent of the information technology, the concepts of sender, message, channel, noise, receiver, and feedback are not as simple to study as there are multiple interventions from multiple sources. We are no more just receivers of information, rather we are the victims of information, and we need to identify the messages carefully, channels carefully, sources and motives for the most adequate information for us. Social media outlets and user-fed information databases are challenging the communication practitioners to apt their new roles and address the new audiences. We are now communicating in tweets, posts, GPS coordinates, likes, subscriptions, music, short clips, emoticons, memes and artificial intelligence-based advertising messages. Theories are growing into newer dimensions.

1.4.1 Characteristics of Mass Communication

The main features or characteristics of mass communication are as follows:

- ***Objective Communication***

Mass communication is aimed to achieve certain objectives. It is a deliberate and planned communication to inform, educate or entertain the target audiences.

- ***Message for the Masses***

Mass communication addresses the mass audiences, i.e., innumerable, and uncontrollable audiences. It is for the general good and layman understanding.

- ***Source of Message***

Source of the message is well identified, and a credible source is highly valued for effective communication. Some other forms of communication may exploit the source such as propaganda and rumors etc.

- ***Mass Medium***

Mass communication requires a mass channel for execution. A mass channel refers to a medium that is easily accessible to a very large number of target audiences such as television, radio, newspaper, film etc.

- ***Universality***

Messages are created and delivered in such a manner that they aim to give the same kind of meanings the world over. A simplified, concise, and unambiguous communication is the key to achieve universality.

- ***Delayed Feedback***

Nature of traditional mass communication channels does not allow immediate feedback from the audiences and the communication flows mainly one way. It is one of the contributing reasons in popularity of the social media outlets.

1.4.2 New Media Environment

The concept of new media environment revolves around the internet-based formulation, processing and dissemination of communication. In the last couple of decades, the world has seen a dramatic change in media choices and consumption patterns. Technological advancement has destabilized the trust of audiences in traditional media outlets and the social networking through internet has given birth to citizens-driven communication framework. Common access to broadband internet and smart phones has emphasized individuality and feedback broadcast. Several traditional media are fighting for their survival and trying to adjust in the digital spaces. Advertising, public relation and political communication are also aiming the online audiences because of the 24/7 connected nature of social networking sites.

On the other hand, the new media environment has newer challenges as well, and the biggest of all is bifurcating fake and real. There is a not-ending ethical debate on citizen journalism practices. Regulations, privacy, freedom of speech and cybercrimes are the new battlegrounds for theorists and communication scholars. The characteristics of new media environment like scale, instantaneity, multiplicity, anonymity, insecurity, social engineering, augmented and virtual reality, artificial intelligence, deep-fakes and crypto currencies are challengingly demanding newer theoretical frameworks to adhere the modern communication research.

1.5 DEFINING THEORY

Theory is a viewpoint developed over a period of time, based on observations that seek empirical evidence, stating a relationship between different concepts or

variables. Theory is based on axioms, postulates, and hypotheses. There may be several theories on every social phenomenon occurring around us.

Theories of mass communication examine the social attributes, human cognition, attitudes and behaviours, media using patterns, relationship between media and society, media effects, and every possible dimension of communication.

1.6 CHANGES IN MASS COMMUNICATION THEORY

Dramatic changes have occurred in communication theories in and after the twentieth century. Technological advancement has given birth to new social patterns and communication is an ever-changing phenomenon now. Earlier theories assumed that mass communication channels tend to perform only the classic functions for a society such as to inform, educate and entertain. Soon the communication scholars felt that the potential of advertising and persuasive messages through media outlets can highly affect the target audiences. Theorists then started believing in powerful media effects. The Magic Bullet Theory or Hypodermic Needle theory in early 1920s is one of the earliest theories of powerful media effects. Second phase of communication theory revolves around the concept of limited effects. This was the more science driven time period exploring media effects on empirical grounds. Scientists didn't believe in powerful media effects and rather conducted field observations, surveys, and lab experiments to investigate the homogenized media effects. This era dates from 1940s to late 1950s. The third phase of communication theory starts around 1960s when the communication scholars started focusing the cultural and social aspects of media. A debate on dominant and alternate paradigm arose and several phenomenal concepts like political economy, social learning, television and society, cultural invasion and critical approaches were discussed. In the next phase of development i.e. after 1980s when the television became a family member of every household, the theory focuses more on media watching habits and the concept of active and passive audiences takes over the era. Dennis McQuail termed it the era of "Negotiated Influence". The current wake of communication theory is revolving around the emerging dimensions of ICT mediated messages.

1.7 ROLE AND GOAL OF THEORY

Theory helps understand, predict and describe a social phenomenon. It expands the existing body of knowledge and raises a critical debate to create new knowledge. Theory helps design the research. It suggests the issues, questions, predictions, methodologies, and explanations. Theories set the foundations for examining human behavior and development. It answers the philosophical questions like "what" and "why". Theory helps design the more informed design for investigating

a problem. A theoretical framework binds different concepts together and helps measure them as per their conceptual definition. It relates the findings of any scientific inquiry with the scholarly literature.

Communication theories connect the researchers with attributes of human interaction, mediated messages, hypothetical relationships and effects of any communication. Theories of mass communication provide a platform to examine how people use, interact and deal with the messages received through mass communication channels. Researchers have classified mass communication theories into three different categories as per their nature:

- a) Theories examining the society and culture
- b) Theories of persuasion and media influence
- c) Theories of media use

1.8 SYMBIOTIC RELATIONSHIP BETWEEN THEORY AND RESEARCH

Symbiotic relationship refers to the inter-connectivity or association between two different things. Nature of relationship between theory and research is also symbiotic. Communication theory and research are inter-dependent and inter-connected. The theory relates to the research in the following ways:

- Provides a critical guide to research.
- Identifies the problems for research
- Directs the research method

Similarly, the research relates to the theory the following ways:

- Suggests new problems for the theory
- Creates new theoretical grounds
- Decides when a theory is retiring

1.9 SELF-ASSESSMENT QUESTIONS

1. Describe major characteristics of mass communication. Also emphasize the role of theory in communication research.
2. Define theory. Describe a brief history of mass communication theory.
3. What is the role of theoretical framework for research? Also highlight the salience of theory.

SUGGESTED READINGS

1. Introduction to Communication (n.d.). Grounding Theories of Mass Communication. Lumen Learning. Retrieved November 06, 2022 from <https://courses.lumenlearning.com/suny-introductiontocommunication/chapter/grounding-theories-of-mass-communication/>
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Unit-02

MODELS OF MASS COMMUNICATION

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CONTENTS

2.1	Introduction.....	11
2.2	Objectives	11
2.3	Defining Model.....	12
2.4	Characteristics of Model.....	12
2.5	How to Evaluate a Model	12
2.6	Communication models	13
	2.6.1 Lasswell’s Model.....	13
	2.6.2 Osgood’s Model	14
	2.6.3 The Schramm’s Model	15
	2.6.4 Westley-MacLean Model.....	16
	2.6.5 Gerbner Model of Communication.....	17
2.6	Schema Theory of Information Processing	18
2.8	Self-Assessment Questions.....	19
	Suggested Readings	20

2.1 INTRODUCTION

Dear students, mass communication models play a very basic role in explaining how messages are produced, disseminated, what potential hurdles/ obstacles are there between the message producer and his/ her target audience, and what effects the messages elicit from the audience. This unit briefly discusses the concept of “model” in general and tells us about how a model can be evaluated. After this generalized discussion, the unit focuses on basic models of mass communication, which are aimed at elucidating the process of mass communication.

2.2 OBJECTIVES

After studying this unit, the students would be able:

- To know what a model is.
- To identify the criteria for evaluation of a model.
- To distinguish between linear and circular models.
- To comprehend the basic models of mass communication.
- To know that how mass communication process takes place.

2.3 DEFINING MODEL

A model is characterized by an analytical methodology that accounts for different events over the period and across populations. It is based on data achieved from primary or secondary sources. This can be in the context of any science or social science. There are situations in which it becomes impractical or impossible to create experimental conditions in which results can be directly measured by scientists. In these situations, models become useful for scientists or social scientists. Under controlled circumstances, the reliability of direct measurements is more than those outcomes that are estimated through models.

2.4 CHARACTERISTICS OF MODEL

Following are the characteristics of a model:

- Model refers to a set of assumptions associated with an object, a system, or a mechanism. A phenomenon exhibiting particular regularities gets analyzed through a model and further specified to more basic components.
- Two different but related viewpoints can be used to judge the value of a certain model. This is done to evaluate how well the model serves its purpose, as well as the accuracy and completeness provided through it.
- The structure of a mechanism or a system may get represented through a model. The proposition of a model is equivalent to a representation providing an approximation to some extent for a real situation and it also accounts for realizing the possibility of alternative representations that may be appropriate for other purposes. This makes a model different from the theory as an individual proposing a theory is obliged to discard any other alternative theory or validate it only in special cases.
- The formulation of a model is often based on an analogy between systems or mechanisms being described and some other mechanism or object. Models fulfill the purpose of calculation, derivation of principles, prediction, explanation, systematization, and so on.
- Models provide reasoning for theoretical arguments, and gateways for controlled experiments, and can further lead to different hypotheses. Models are imperative to the building and evaluation of theories and enhancement of conjectures. Models may be teaching models, models of cognitive procedures, models of competence, and models of communication.

2.5 HOW TO EVALUATE A MODEL?

Dear students, to evaluate a model is to test it in different related situations/ phenomena and in different periods. If the model keeps getting validated for these phenomena and situations in different periods, then the evaluation shows positive outcomes. The model may be tested for different aspects of the phenomenon, or a situation and its limitations may also be evaluated. The incorporation of different

conditions and theoretical aspects can also contribute in this regard. For example, in order to test a linear model of communication, it may be checked for different types of media for different modifications or advancements in those media. The basics of evaluating a model include testability, empirical evidence, applicability, construction, unbiased viewpoints, and predictability. A model may be tested for research studies and its issues may get highlighted. The empirical evidence supporting the model may be checked. The applicability in the evolved human behavior and life patterns may be tested. The construction of a model with relevant theory may be tested. The biases may be tested for putting the focus of the model on different groups of people or systems. Answering these questions helps in the evaluation of models.

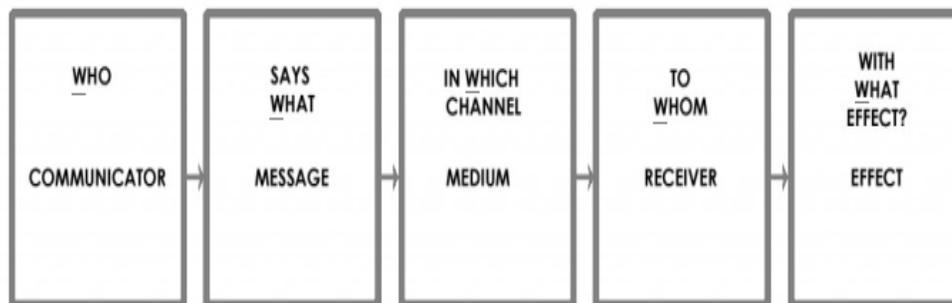
2.6 COMMUNICATION MODELS

In the following lines we have discussed some basic and classic models of communication (mass communication). These models not only explain the process of communication (mass communication). These models paved the way for development of mass communication theory and research.

2.6.1 Lasswell's Model

In 1948, an American political scientist and theorist of communication, Harold Lasswell gave the communication model known as Lasswell's model of communication. Lasswell's model of communication describes the act of communication on the basis of who says what in which channel to whom with what effect. Lasswell's model of communication is one of the most influential and the earliest models of communication (Wenxiu, 2015).

Lasswell's Communication Model



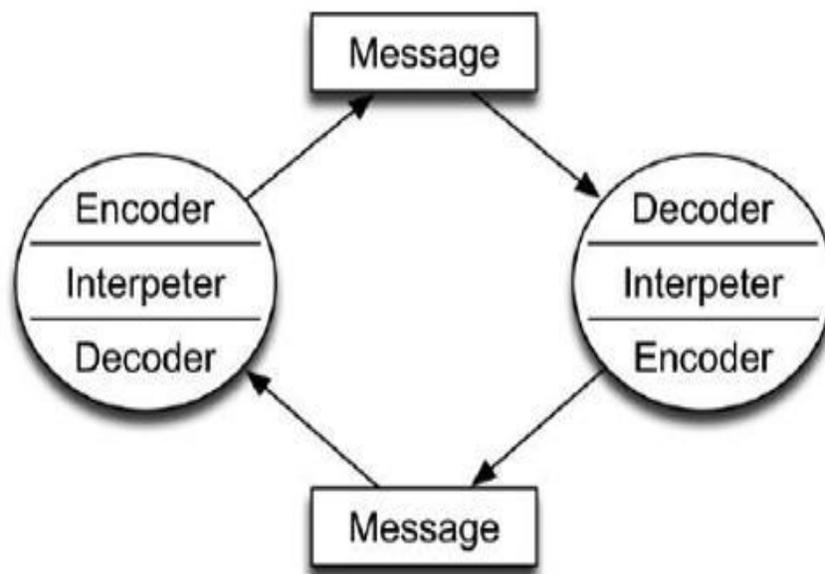
Lasswell's model of communication is also referred to as a uni-directional or linear model of communication. It accounts for a one-way mode of communication. Such models see the audience/ message receivers as passive recipients of the media

messages. The movement of the message in this model is from the sender to the receiver. Although Lasswell's model does not facilitate feedback, it accounts for the impact of the message in other ways. This model may get utilized in pedagogical settings to emphasize major elements of the process of communication. Who said refers to control analysis, said what refers to content analysis, opted which channel refers to media analysis, said to who refers to audience analysis, and what impact refers to effect analysis. This model of communication focuses majorly on the resulting outcome and is used for persuasion through media.

Lasswell's model of communication faced criticism by several social scientists for ignoring the purpose, circumstances, and feedback as the major elements of a communication process (Sapienza et al., 2015). The possibility of noise is also gets ignored by this model. The barriers in the process of communication also get ignored in Lasswell's model of communication. The model is very general.

2.6.2 Osgood's Model

Osgood's model of communication is a circular model, which accounts for the transmission of a message in two directions. It explains the role changing roles of both encoder and decoder in the communication process. It states that when an encoder (source) encodes the message and sends it to the destination (decoder), the decoder after receiving the message decodes it (the message), and starts encoding and transmission of his/her own message back to the sender (the primary encoder). The phenomenon of decoding and encoding is continuous in a cycle.



Osgood's model of communication (QS Study, 2022).

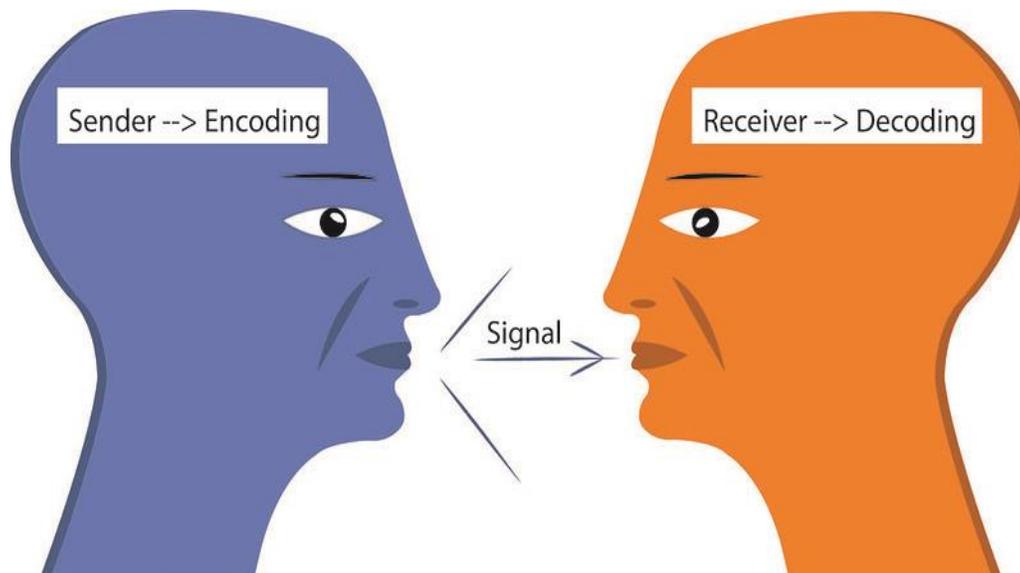
This model stated that

- Communication is rather circular than linear.
- Communication is equal and can be reciprocated.
- Interpretations provide the basis for messages.
- Communication included encoding, decoding, and interpreting.

This model sees the message receiver as an active instead of passive because he/she is involved in his/her own decoding/ encoding and interpretation, and also send his/her feedback to the original source. The major criticism of Osgood's model of communication is that it does not take into account the kind of communication taking place between more than one sender and receiver and perceives communication as a one-on-one process.

2.6.3 The Schramm's Model

The importance of the impact of messages was realized by Wilbur Schramm in 1954. In this model, communication is characterized by the process taking place between an encoder and a decoder. The way people interpret the message is focused on this model. It has been argued by Schramm that knowledge, experiences, and the background of a person play an important role in the interpretation of a message's impact (Wong et al., 2017). Messages get transmitted through a medium and the decoder in this model has the ability to send feedback. According to Schramm, communication is not completed without feedback (Wong et al., 2017).



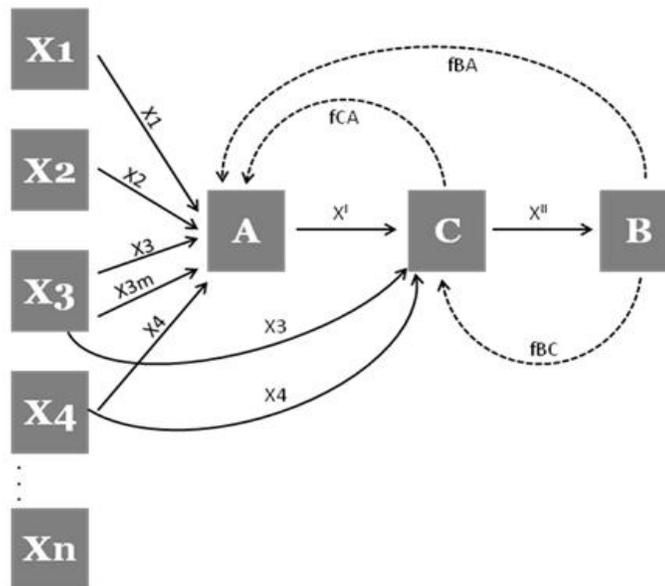
Schramm's model of communication (Wrench et al., 2022).

The major disadvantage of Schramm's model of communication is that it does not recognize the inequality of a communication process. There may be such situations where an authoritative figure may be involved as a speaker in a communication process and the listeners may be many struggling to interpret the message. The situations where there is the existence of power balances cannot be viewed through Schramm's model of communication. There is no proper understanding of power functions in Schramm's model. The model also does not facilitate mass communication.

2.6.4 Westley and MacLean's Model of Communication

The communication taking place between a source and a receiver named A and B respectively gets analyzed in the Westley and MacLean model of communication. In addition to this, C is represented in the mass media. The model can be viewed from both the perspectives of mass communication and interpersonal communication. There is a difference in feedback between interpersonal communication and mass communication. Feedback is rather slow and indirect in mass communication. According to Westley and MacLean's model of communication, the starting of communication is not at the moment a person sends a message or starts talking, but it is at the moment when a person shows a reaction to his/her physical environment (Narula, 2006). This model accounts for a strong relationship between messages, environmental factors, and the process of communication.

Westley and MacLean's Model of Communication



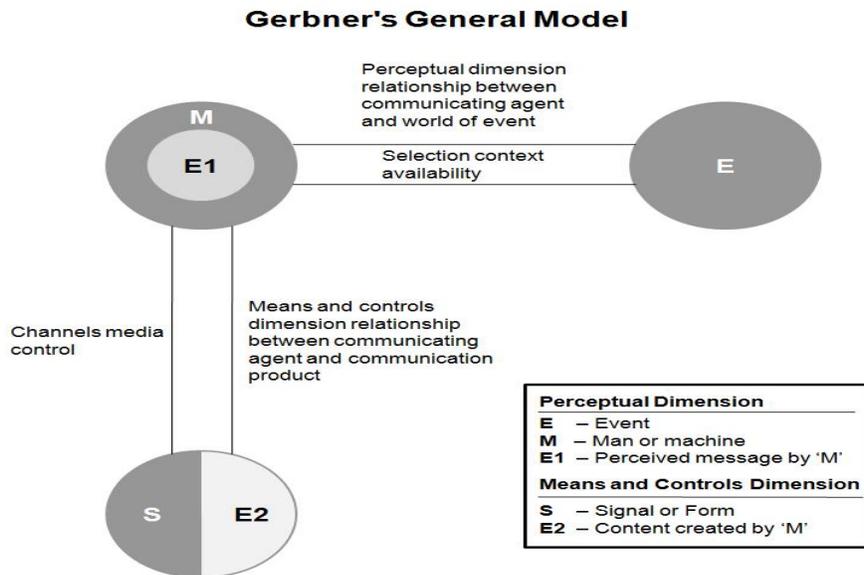
The elements of Westley and MacLean's model of communication include sender (A), environment (X), the object of the orientation of a sender (X₁, X₂), sensory

experience (X₁), receiver (B), coding of interpretation (X'), the object of the orientation of a receiver (X, b), feedback (F), and a gatekeeper (C).

In Westley and MacLean's model of communication, the concept of feedback gets necessitated. The message may not come only from a person, but it may come from the environment. Based on this model, multiple senses are involved in the process of communication. A role is played by cultural, social, and other factors that are part of the objects of orientation. This model can be applied to both mass communication and interpersonal communication. However, Westley and MacLean's model of communication is rather a complex model because it consists of many variables and components. Complex or multiple messages do not get addressed in this model. Moreover, noise may change the information being sent to the receiver from the source and this does not get addressed by the model.

2.6.5 Gerbner's Model of Communication

In 1956, George Gerbner gave the Gerbner model of communication. Among other things, this model is known for cultivation theory. Multiple factors affecting the reliability of communication and the dynamic nature of human communication get emphasized through this model of communication.



The importance of context in communication gets majorly emphasized in this model of communication (Narula, 2006). For example, a particular channel may be used by the source in order to respond to an event during a situation. The content of the reaction may get interpreted in a different context. Such challenges are emphasized in this model. Based on the research of Narula (2006), Gerbner's model of communication is an extension of Lasswell's model of communication. There may be an addition of verbal aspects as someone gives feedback or observed the

situation. In addition to feedback, this model of communication has a shortcoming of not addressing challenges and barriers to communication.

2.7 SCHEMA THEORY OF INFORMATION PROCESSING

It is stated in the schema theory of information processing that knowledge gets organized into units. The stored information is within these units of schemata or knowledge. In this way, the schema provides a conceptual system or a generalized description of the ways in which knowledge gets represented, understood, and used. Based on this theory, knowledge about objects, concepts, and relationships with other situations, objects, actions, events, sequence of events, and sequence of actions gets represented through schemata (Li et al., 2007). For example, the schema for a dog may be associated with four legs, tails, barking, spotted skin, long hair, heavy breathing, etc.). In this way, the schema has the power of changing how we interpret the coming information. This may also make people alter or distort new information if it does not fit into existing schemas in order to make it fit what they already know. Schemas may also be very difficult to change.

2.8 SELF-ASSESSMENT QUESTIONS

1. What is a model?
2. What are the characteristics of a model?
3. How a model can be evaluated?
4. How would you differentiate a linear model from a circular model?
5. What are the basic models of mass communication?
6. What are the main assumptions of schema theory regarding information processing?

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Unit-3

NORMATIVE THEORIES OF PRESS

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CONTENTS

3.1 Introduction.....	23
3.2 Objectives	23
3.3 Normative Theories	24
3.3.1 The Authoritarian Media Theory	24
3.3.2 The Libertarian Theory	25
3.3.3 The Soviet Communist Theory.....	25
3.3.4 Social Responsibility Media Theory.....	26
3.3.5 The Democratic Participant Theory.....	28
3.3.6 The Development Media Theory.....	28
3.4 Self-Assessment Questions	29
Suggested Readings	30

3.1 INTRODUCTION

Normative theories explain the process through which a comprehensive media system functions and is ruled by the authorities including both governments as well public sector. The foundation of these theories is different from that of other communication models on the basis that they could not give systematic elaborations and possible prospects. They are also called four press approaches originated on the basis of various sources rather than relying on a single base. It can also be explained as practicing media professionals besides researchers as well as reviewers take part in establishing these concepts.

3.2 OBJECTIVE

It will be helpful for the students to:

- Elaborate and describe the basis and role of these normative theories in the discipline of communication studies
- Comprehend four initial normative theories including: Authoritarian Theory; Libertarian Theory; Soviet Communist theory; Social Responsibility Theory
- Elaborate contribution of normative concepts in development of mass media.

3.3 NORMATIVE THEORIES

These concepts elaborated the functioning of mass media is perceived or supposed to work following cultural and social norms of any particular society. All these theories are separately connected to specific sorts of political concepts or a few kinds of political-economic scenarios. It may be assumed that for each specific political mechanism or specific social system develops individual media concepts which are somewhat linked with the generally applied concepts of media and press. Besides the fact that the specific link under discussion was setup long ago, such concepts or theories are not very complicated and coded and easy to adopt as compared to other one with detailed explanation. Three researchers initiated the process of elaborating these concepts in the context of media including -Siebert, Peterson, and Schramm in the year 1955 which is still considered the basic origin and referencing source used for such theories. Later, two more concepts were added to the four basic divisions of normative theories described by Siebert et al. It was an acknowledgment of the new trends in thinking process. Besides the fact that initial four divisions including (Authoritarian, Liberation, Soviet-Communist as well as Social Responsibility) well explained foundation of media ideology in any society are fundamentally categorized by various substitute philosophical foundations. So, there was a need to include two new concepts: Democratic-Participant and Development Media theories in the already existing collection of theories as they were not enough to perfectly comprehend the press system. It was also imperative as they have to contribute in press theory debate besides developing few initial rules of prevailing media trends and policies. The discussion deliberated that the key concept of Normative Theory is “the press ‘always takes on the form and coloration of the social and political structures within which it operates’”. It is worthy to pinpoint that a number of veteran as well as budding journalists value Siebert et al concepts of media philosophies. A recent inclusion to approaches followed by media are also adopted by Dennis McQuail (1987). Most prominent of these approaches are “Democratic Participant Media Theory and the Development Media Theory” enhancing figure of normative theories to six.

3.3.1 The Authoritarian Media Theory

This approach was first introduced in (Europe) England 16 and 17 century which was rooted back in the ultimate power of monarch under which state holds all the power. Under that approach people running the government have the discretion to decide what is true besides information access approach. Under this approach, the media both private or public is supposed to safeguard and benefit the sitting government. Media is not allowed to publish or broadcast which as per concept of McQuail falls in the domain of censorship. It also advocates the notion that violation of these rules is a punishable offence. It advocates “top-down-flow” concept. Under it, media plays a role of piper of the government with strict censored regulations which has no permission to pen down anything which damage image of the government. This approach “supports the concept of “enhanced censorships and convictions on the eternally provided guidelines that may be implemented to the political concerns”

This approach works where the societies are experiencing pre-democratic phase or going through dictatorship or repressed social culture. Under this mechanism, press was governed by rigid rules and regulations announcing decrees proscriptions, imposing huge taxes and strict pressure on media houses. So, the crux of key rules under this approach is: Media is not allowed to commit any violation, publish anything against social, religious, political, and state influential.

Under it any negative or aggressive attack to challenge authority, violation of government rules as well as policies or not observing moral and ethical conduct should fall under punishable crime category. Furthermore, there is no concept of press freedom for media practitioners even inside media houses. The advocators of this approach included Hobbes, Hegel, and Machiavelli. Currently it is being adopted in Iran, as well as Paraguay besides at a limited level in Pakistan where media and state are observing top-down approach.

3.3.2 The Liberation Theory

A theory invented in great Brittan during 17th century and distributed to the United States. The theory derived from “Enlightenment thought and natural rights.” Conscious of “Self-right function of the free marketplace of beliefs,” which confirms that fair ideas alleviate evil ones, provided that all opinions guarantee rights of expression with freedom. The theory proposes that everybody should be free to publish whatever they would like to voice. Therefore, we are advancing others’ rights- the right of opinion to assembly with no fear. The principles underneath is likely to be corresponding liberal democrats.

There is the dominance of a person who can openly find reality. The mass media aids the people, thus, regulating the acts of the government while ensuring the integrity of the “dominant ones.” The press is an integral constituent of conventional society. The press is owned & operated by individuals as private media houses. “The Fourth Estate of the Realm.”

Some core rules are:

- Criticism of the public servants or the politicians should be permitted with no punishment.
- Media organizations should not be forced to publish anything.
- Materials with a proper reference should be allowed to get published.
- Information sharing should not be restricted within national boundaries.
- The Liberation Media theory advocates are Adam Smith, Locke, Milton, and others.

The relevant theory is implacable primarily in Japan, United States, and Germany and is also followed. Yet, there is no authenticated relationship witnessed between the government and the media houses.

3.3.3 The Soviet Communist Theory

This approach, rooted back in 20th century, was first introduced in USSR established by the initial assumptions floated by two researchers from Russia. Basically, it is a modified version of the previously explained authoritarian

approach. Under this concept the basic responsibility of media is to strengthen Marxist (socialist) structure and safeguard rights of Proletariat (working class) with the backing of Communist Party. Their main objective is to facilitate the general public. Under this concept, press is hypothetically a property of masses but at that era it was regulated by Communist Party and it is supposed to advocate its policies and manifesto rather than raising any voice against it. In short, the party holds all power and media is supposed to be right hand of the government. The prime variation between both these concepts was that Soviet media did not experience any illogical interruption in their work. The Soviet media was assigned to perform and was accountable to people and masses irrespective of the authoritarian approach under which it was answerable to government.

They have to work on diversity of topics related to the interest of people instead of following monolithic format of one-sided version.

The gist of this approach included

- Media to work for welfare of working class and also governed by it
- No one has authority to own media privately
- Media is assigned to educate, inform, motivate, and mobilize media considering social norms
- Media has to take care of audience requirements and reciprocate them accordingly
- Society has the power to apply censorship or adopt other ways to grant sentences (after any untoward situation) or immoral published material.
- Media has to portray a comprehensive image of society besides world considering rules of Marxist Leninist
- Media has also to perform the duty of strengthening progressive drives nationally and internationally.

This approach is currently followed in Southeast Asian region. In this approach the linkage between media and governing power is top-bottom but the media is obligated to control manuscripts or contents of communication considering audience's aspirations.

3.3.4 Social Responsibility Media Theory

This theory, first introduced in United States of America, was presented in the middle of 20th century. Originally it was an extended stem of Libertarian tradition. This approach was rooted back to the concept of "freedom of press" floated by the American Commission.

This concept has netted independence and social commitment. It perceives that media has the responsibility of accomplishing few specific social roles, particularly under democratic regimes therefore, it has the responsibility of considering these

rules while performing professional assignments. Moreover, it also has to follow the commitment of presenting variety of opinions besides practicing well established working standards.

Media ownership as well as regulating it to be taken as a form of stewardship, which advocates that their prime objective is to work for public welfare. Therefore, media is a free and accessible platform for all. Under this approach moral and social obligations should be given priority upon freedom. Analyzing this scenario, media is regulated by viewpoint of community, few social forums (implementing their specific ethical codes) besides media/press councils. Under this concept media ownership should be private however, the government influence is considered a hazard to justify public welfare.

The key points of this concept are Media has to follow and practice specific requirements of society These responsibilities have to be discharged following high professional norms to disseminate information, correct facts, report without biasedness and ensure balance in stories.

- Media has to self-control its responsibilities.
- It should limit itself from promulgating any such content which flourishes aggressive behavior among people or disrespects any particular group on the basis of ethnicity or religious minority.
- Media has to encourage multicultural behavior equally representing all societies without any discrimination and should be accessible for people have different viewpoint to express their thoughts and answer or explain anything.
- It is foremost right of societies as well as masses to be ensured better performing criteria so ultimate they have the right to interfere where required for securing public interest.
- Currently this approach is not adopted anywhere around the globe however, to some extend American media seemed tilted towards it.

These four approaches from the bunch of ‘Normative Theories’ proposed by Siebert and their colleagues. in 1956 elaborated the emerging stages of media followed by its contemporary period.

Whereas the remaining two approaches were aberration from the concepts called “The Authoritarian and Libertarians Theories”. Consequently, the four relevant approaches may occasionally be labeled as “Four-in-Two Press Theories”. While two more approaches were pinned with these concepts by a communication researcher who argued optimistically and played a vital role in nurturing media industry. The lately introduced two theories were not completely legitimized and adopted by the media organizations, however, incorporated few submissions in later approaches. Summing up the discussion, it may be stated that both media and

government have elaborated their responsibilities and duties to be attributed by them so their connection may be called horizontal.

3.3.5 The Democratic-Participant Theory

This approach postulate that bureaucratic influence on media or professional restrictions in any form to be discouraged. This concept is rooted with nurturing liberal democracies culture. This approach was basically showing a reaction against the trends of commercialization besides discouraging monopolization of press houses, particularly the privately owned. It shows resentment towards democratically or politically developed structures as well as political figures who showed a rebellious attitude towards their roots. Under this concept the media houses have to be better connected with social structures of any society regulated by their target audience. This practice will encourage audience not only to judge media performance but also to directly take part in information dissemination process giving priority to their requirements instead of obliging the interest of media rulers.

So, gist of the concept is.

- Individuals including minorities keeps the privilege to judge media performance making it accountable to work as per their requirements.
- The media regulation or its content should not be work under the directives of any political influence or bureaucratic pressure.
- Primarily media should work for audience rather than following dictation of society influencers.
- There is freedom for any kind of groups, local representatives, or communities to run media entities.
- Limited, interactive, and proactive forums will give better results than huge, directional, and professionalized media.
- Media house should be supportive for radical drives both nationally and internationally.
- Media has to set priorities according to social preference and to be regulated accordingly.

3.3.6 The Developmental Media Theory

This approach endeavors to elaborate normative attitude of media particularly in countries labelled as “Developing” or generally called “Third World Countries”. It is not a simple task to correlate this approach with any specific country as it unveils fluctuations in economic as well as political scenarios. The reason behind postulation is a number of countries marked as third word and clustered as developing nations are more resources as compared to few developed countries. Like countries including India, besides Brazil, as well as Korea has no comparison with the land of Togo, as well as Cameroons, etc. Whereas few aspects of developing nations have similar features which are

- Lack of no existence of technological developments in terms of communication.
- Cannot meet standards of professional capabilities

- Less access to historical/cultural literature
- Look towards established nations to enhance abilities for advanced information system, cultural entities, and tools for sharing information.

However, a visible difference has been observed among circumstance of such lands and Their mutual rules are till now creating hinderance in their progress. So that researchers stress on commercial media to nurture economic growth to reach the pace of industrialized societies. It also advocates mutual interest despite of individual one taking the plea of media freedom. In result, there is a need to encourage participation of all from bottom to top in media industry. The key points of this concept are:

- Media has to consider and apply steps imperative for flourishing the industry following guidelines of national strategy
- Media freedom should not consider financial policies and progressive initiatives of the country as a priority.
- Cultural norms and national language should be top priority of media content
- Media outlets should give priority to developing nations through associating the content with their interest assisting the media employees to have full autonomy for getting information and spreading widely.
- For national progress the state can intrude or limit the functioning of media houses besides establishing censorship rules, an announcement of subsidies as well as direct regulation can be applied if required.

3.4 SELF-ASSESSMENT QUESTIONS

1. On which grounds set of these media theories were labelled as Normative?
2. In Authoritarian concept, any statement favoring government is considered true? Explain
3. The Libertarian concept supports the ideology of leaving people free with full access to ideas giving them freedom to choose with their free will. Discuss it in context of present day quest for media freedom.
4. Discuss contradictions between authoritarian and Soviet Communist media concepts?
5. Self-control approach imposes a responsivity upon journalists to work under certain limitations showing a responsible behavior while discharging professional duties. Elaborate?
6. Explain a comparison between Democratic Participant Media approach and Four theories of Press?
7. Elaborate the theory among six normative theories which conceptualize link between press and existing political system in under developed countries? Explain with arguments.
8. The Development Media approach was developed in reaction of perceived discrimination of earlier emerged concepts. Explain in detail.

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UNIT-4

MEDIA OWNERSHIP

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CONTENTS

4.1 Introduction	33
4.2 Objective	33
4.3 Functions of Media in Modern Society	34
4.3.1 Surveillance.....	34
4.3.2 Correlation (Interpretation)	34
4.3.3 Transmission of social heritage	35
4.3.4 Entertainment.....	35
4.4 Media Ownership	35
4.4.1 Chain media ownership.....	36
4.4.2 Cross media ownership.....	36
4.4.3 Media Conglomerates	36
4.5 Political Economy of Mass Media in Context of Ownership	36
4.6 Self-Assessment Questions	37
Suggested Reading	38

4.1 INTRODUCTION

This Unit is aimed to discuss the functions of mass media in contemporary society. We will also explore different types of media ownership that exist across the globe and in Pakistan as well. We will also elaborate on the phenomenon of media conglomerates and the political economy of mass media as well.

4.2 OBJECTIVES

After studying this Unit, you will be able to comprehend

- The concept of functions of media
- Different types of media ownership
- Media conglomerates
- The political economy of mass media

4.3 FUNCTIONS OF MEDIA IN THE CONTEMPORARY SOCIETY

Media has gained immense importance nowadays due to its widespread presence and influence as well. It is regarded as the fourth pillar of society. It is often argued that true democracy is highly dependent on well-informed citizens. In short, media is the eyes and ears of the people. The names of Harold Lasswell and Charles Wright are considered among the pioneers of social sciences who have discussed the roles and functions of mass media in society. It is Lasswell (1948/1960) who enlisted the functions that mass media perform in a particular society. These functions include:

- Surveillance of the Environment
- Correlation of Different Parts of the Society in response to the environment
- Transmission of Social Heritage from One Generation to the Other Generation

In addition to the above three mentioned functions, a fourth function was added by Wright (1959, p. 16) which was named entertainment. Below the functions are discussed for more clarity.

4.3.1 Surveillance

It is the first and foremost function of society as communication researchers regard this function as the watchdog function of the media as its prime responsibility is to keep an eye on society and inform the citizens about all happenings of the society. This function includes the provision of news which is important for the society and public. This function includes news and reports about the economy of the society, warning about catastrophes/disasters, and weather conditions.

It is pertinent to mention that this function may result in dysfunction as well e.g., repetitive coverage of floods and tornadoes may create panic among the people.

4.3.2 Correlation

This function is considered the second most important function that mass media is expected to perform for society. This function is based on the explanation and interpretation of the news. This function is also termed an editorial function of mass media. This function discusses causes and sometimes discusses the reason for an issue of urgent importance. The editorials, columns and features that appear in print media perform this function, and different talk shows on Television constitute this function of media. We may say that correlation is primarily based on the explanation and interpretation of events and issues. This function of media is reflected in soft news like most of the contents of the op-ed page like columns, editorials and letters to the editor are based on that function.

This function is also not devoid of dysfunction as it has been observed that sometimes interpretation and explanation are slanted and talk shows or columns reflect the angling of the story in a specific direction. We can say that sometimes correlation can lead towards bias as well.

4.3.3 Transmission of Social Heritage

This function of media relates to the transmission of norms, values, and traditions from one generation to another generation. It sees media as a transmitter of values among members of society through different contents of media. This function claims that media serves to glue society through a continued process of socialization. It sees the media as an educator who teaches the new generation the values of society. It has been argued that through this function media diminishes the sense of estrangement among the individuals of society and it provides them with an identity to interact with society. However, criticism is raised against the media that due to its impersonal nature tends to contribute towards the depersonalization of society. It has also been blamed that media tends to underrepresent certain in society at the cost of dominating other cultures. It is frequently discussed that media has resulted in the domination of westernization among developing countries and members of these cultures view themselves as being alienated from their culture.

4.3.4 Entertainment

This function of media was added by Charles Wright, and this is the function, which is not always intended to appear as a by-product in all forms and genres of mass media whether it is print or electronic media. This function serves to fill the leisure time of the individuals through diversion and escape from the dull and drab routines of daily life. It also helps to provide them with an emotional release through different content that appears in media. It is believed that media provide exposure to billions to the mass culture of arts through movies, dramas, and music. Hence it refines their tastes and raises their preferences in art and music. The entertainment function also serves as an emotional release and diversion for the audience as well. The theory of Uses and Gratification states that audiences use different types of media to gratify their certain needs. Hence, mass media serves to fulfil the entertainment function of the media for its target audience or users.

There is little opposition found against this entertainment function of media and a view exists that the entertainment function of media arouses escapism and sometimes it results in a waste of time. Opponents also believe that when media audiences are over-indulged in entertainment, they tend to waste their precious time.

4.4 MEDIA OWNERSHIP

The Gerbner Verbal Media states that communication takes place "through some means, to make available materials."

Warren Breed (1955) points out that the media "omit or bury items which might jeopardize the sociocultural structure" and that "policy usually protects property and class interests" (p. 334).

The two statements given above are meant to understand the role of ownership of media in the dissemination of media content.

To understand the content of mass media it is very important to understand the type of media ownership as it directly, or indirectly influences media content. Gone are the days when the only type of media was owned by the owners. Now, the situation has changed, and it is frequently mentioned about two types of ownership:

Chain Media Ownership, and Cross-media Ownership

4.4.1 Chain Media Ownership

In the capitalistic world, media is meant for profit making, hence the owner of media are expanding their business and they are not confined to the ownership of one newspaper or magazine. They own many newspapers and magazines simultaneously. They can run many television channels as well or radio stations as well. This chain ownership results in the monotony of contents across the board. This type of ownership exists in Pakistan and across the globe as well.

4.4.2 Cross-Media Ownership

Cross-media ownership involves ownership of multiple media outlets like newspapers, radio stations or TV channels by a single owner. It means one media group can control broadcast and print media simultaneously- publishing house, film, radio, television, music, and video games. This phenomenon results in the concentration of ownership in a few hands. On 12th July 2003, the federal cabinet took a major step to expand and liberalise private ownership of electronic media by approving an amendment in the Pakistan Electronic and Media Regulatory Authority (PEMRA) Ordinance, which will allow cross-media ownership. In this type of ownership, owners control the whole affairs of media through direct or indirect control. There are certain issues which highlight a few of the shortcomings of this type of ownership. The critics of this type of ownership opine that due to the influence of the media owners it is quite probable that the content in print and electronic media be the same and that may result in the monotony of the content.

4.4.3 Media Conglomerates

A media conglomerate is said to be a media group, media institution, or any company that owns several companies which are involved in media enterprises like radio, television, newspaper, music, publishing, theme parks, or the internet. It is pertinent to notice that media conglomeration has resulted in the concentration of media ownership in the hands of a few well-off. The phenomenon of media conglomerates has become an international phenomenon and it involves many tech giants like Comcast, Walt Disney, Paramount Global, Sony and a few more.

4.5 THE POLITICAL ECONOMY OF MASS MEDIA IN CONTEXT OF OWNERSHIP

Political Economy deals with the study of power relations that influence the production, distribution and consumption of resources as well. It is primarily considered the study of control and survival in social life. In the process of political

economy, ideology is considered the main ingredient that defines power and power is determined by ideology. In capitalist societies, the political economy of mass media depends on the centre of power and it focuses on profit making of the media organization. According to Antonio Gramsci, the ideas of the ruling class become ruling ideas in society and media is considered as the vehicle in the hands of powerful individuals or power elites (Mosco, 2009). It believes that Those who have power and economy will rule the world as they would have held on media too and hence they will control the media too. The political economy plays an important role as media builds and designs public opinion. Most media organizations depend on advertisers to run their business. So, the advertisers control the contents of the media as well. One of the most important concepts that relate to political economy is commodification which means a process of transforming things or culture into commodities or products. A novel or movie can be examples of commodities which are available on payment and are enjoyed by their users. Even our food and hunger have been commodified as different brands commodify fast food through advertisements.

Another important concept that relates to the political economy is Spatialization which encompassed the process of overcoming geographical boundaries through the use of media and technology e.g., Television has resulted in making this world a global village and it is seen as a window to the world which is available across the globe. Similarly, giant media techs are approaching their users through the use of computers supported by the internet. It is the power of spatialism that has conveyed the message of brands across the globe. Finally, structuration is the process of creation of social relations which are organized around social class, gender and race. This is the commodification that has resulted in increased commercialization.

To conclude, we can say that media is just like other businesses and its existence depends on a strong economy its economy is controlled by different factors and among those factors economics is the more dominant factor.

4.6 SELF- ASSESSMENT QUESTIONS

- Q1: How you will differentiate between different functions of media? Elaborate on the different functions of media with appropriate examples.
- Q2: How chain and cross-media ownership are different from each other? Provide some relevant examples from international and Pakistani contexts.
- Q3: Discuss the concept of media conglomerates. What are the different media conglomerates that dominate international media?
- Q4: To understand the phenomenon of political economy, its symbiosis with media, and to comprehend its applications in mass media (Werner J. Severin James W. Tankard, 2014)

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Unit: 05

LANGUAGE AND COMMUNICATION

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CONTENTS

5.1 Introduction.....	42
5.2 Objectives	42
5.3 Symbolic Interaction Theory	43
5.3.1 Basic Themes	44
5.3.1.1 The Role of Meanings for Human Behavior.....	44
5.3.1.2 Importance of Self Concept.....	44
5.3.1.3 Individual-Society Relationship	44
5.3.2 Mass Media and SIT	45
5.3.3 Criticism.....	46
5.4 Characteristics of Language.....	46
5.4.1 Arbitrary.....	46
5.4.2 Means of Communication.....	46
5.4.3 Social Phenomenon	46
5.4.4 Symbolic System	47
5.4.5 Non-instinctive, Conventional	47
5.4.6 Language as cultural	47
5.4.7 Dynamism	47
5.4.8 Language Variations	47
5.4.9 Meaningful.....	48
5.4.10 Human.....	48

5.5 Misuses of Language	48
5.5.1 In Political Communication.....	48
5.5.2 In Official Communication	49
5.5.3 In Media communication.....	49
5.5.4 In Advertising.....	49
5.5.5 In Common Usage.....	49
5.6 The Rhetoric.....	50
5.6.1 Ethos	50
5.6.2 Pathos.....	50
5.6.3 Logos.....	50
5.6.4 Cannons of Rhetoric	51
5.7 Self-Assessment Questions	51
Suggested Readings	52
Bibliography	53

5.1 INTRODUCTION

Hornby (1999) defined language as the system of communication in speech and writing that is used by people of a particular country or area. Although language is not the sole way of communication, however human communication is typically associated with it as people mostly use language to communicate with each other. It is the medium that human utilize to share information, ideas and feelings. Language and communication are different things, however these could not be separated. Language serves as medium whereas the communication is the objective or purpose. Therefore purpose of acquiring language is to facilitate communication. It is purely human and non-instinctive method of communication executed with the help of mutually agreed symbols. Human are the only living-beings that use language. The language is not produced biologically rather it is acquired and learned in human society. (Language and Communication – a Detailed Guide, 2021).

In a broader perspective, language derives our value system and cultural orientations. Experts are of the view that the language is the primary vehicle of communication and it reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture. Language makes possible the growth and transmission of culture, the continuity of societies and the effective functioning and control of social group. . (Language and Communication – a Detailed Guide, 2021)

5.2 OBJECTIVES

After studying this course, the students would be able:

- To explain the role of language in communication
- To elaborate concepts of Symbolic Interaction Theory (SIT) and explain relationship between symbols of language, an individual and society.
- To highlight main characteristics of language
- Explain concept of rhetoric and misuses of language

5.3 SYMBOLIC INTERACTION THEORY

George Herbert Mead (1934) is considered to be the pioneer who developed the Symbolic Interactionism as a theory (Edward 2021). The Symbolic Interactionism Theory (SIT) holds that, “human beings act toward things based on the meanings that the things have for them” (Blumer, 1986). Symbolic interactionism suggests that different people possess separate and varied meanings for different objects (Prasad, 2017; Blumer, 1986) and this meaning for objects leads them to act on objects accordingly (Blumer, 1986). The theory helps in understanding the relationship between individuals and society. It holds that human interaction and action could be understood through symbols or communication. Hence it revolves around the human interaction through symbols (language and other forms of talk) in a society they live in. The theory elaborates how people comprehend expectations of a society; their consciousness of self and the place they have in a society through interaction with other human beings. Or we can say that it is inter-subjective symbolic interaction of individual(s) with their respective societies that shape their identity(ies) (Blumer 1986).

The theory is driven by three basic premises including:

- (1) Firstly, as mentioned about the interaction by individuals towards an object exactly depends on the meaning they give to that object or the meaning the object have for them.
- (2) The second premise holds that this meaning is obtained or results from the interaction the individual have with other individuals in a society. It explains interaction of an individual with society and its effect their meaning-making decision that give meaning to objects. This particular premise provides insight into object’s origin of meanings, which is an important symbolic interactionism principle.
- (3) The third one is that an individual goes through an “interpretive process” to handle and modify meanings of objects he comes across in social interaction (Blumer, 1986, p2).

To simplify, the SIT elaborates how people comprehend expectations of a society; their consciousness of self and the place they have in a society through interaction with other human beings. Or we can say that it is inter-subjective symbolic interaction of individual(s) with their respective societies that shape their identity(ies) (Blumer 1986).

In the course of interaction with others, people look at themselves through the lens of how others perceive them to be. Looking from others' perception has been described as 'looking glass-self' by theorists (Cooley, 1902). Every person with whom an individual interacts in a society has his own unique and exclusive 'looking glass-self'. The theory describes the composite picture made by all 'looking glass-selves' available to an individual as 'Generalized Other' and through this 'Generalized Other', people get understanding about themselves and their consciousness of identity (Cooley, 1902). Accordingly, they interact in their own socialization and gain knowledge on interacting efficiently with people in society. (Crossman, 2020; Lucas & Steimel, 2009).

The theory elaborates that interaction between people and 'generalized other' may lead to complete understanding of identity of an individual. Or, we can say that identity of an individual is formed by community members. So the influence of community on behaviour and its involvement in meaning-making of individuals shows that the community has an important role in forming and keeping its members' identities. Hence, the comprehension of individuals' community-constructed identities begins from learning the meanings that members of any community give to the "object" (Crossman, 2020; Lucas & Steimel, 2009).

5.3.1 Basic Themes

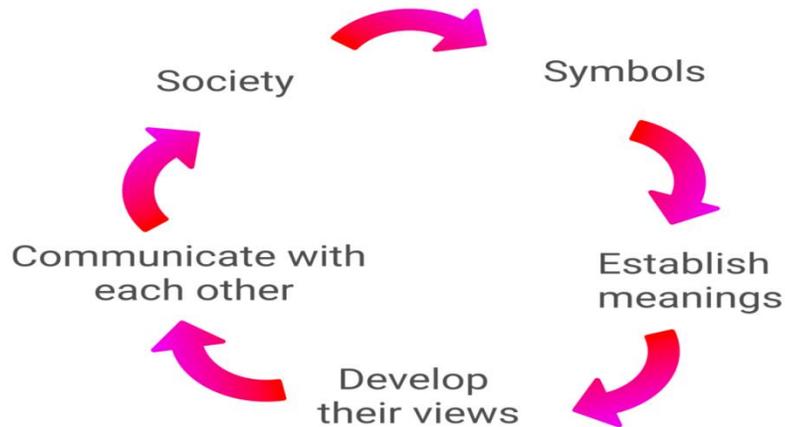
We have discussed some basic themes of language:

5.3.1.1 The role of meanings for human behavior: According to this theory human beings engage with other humans on the basis of meanings they (others) have for them. It holds that the meaning is definite outcome of communication or interaction among people. Hence, meanings could be improved or altered through process of interpretive communication.

5.3.1.2 Importance of Self Concept: The second important theme of the theory focuses on the importance of self-concept. This concept is developed through interacting with other people. The theory holds that self-concepts are necessary for behaviour.

5.3.1.3 Individual-Society Relationship: The third theme of this theory hovers around the individual-society relationship. It holds that the ongoing social process and culture have an impact on individuals and group of people. It holds that social-culture is an outcome of social interaction between people (Lucas & Steimel, 2009).

Symbolic Interactionism



5.3.2 Mass Media and SIT

This theory is commonly used in media as it explains that the way an individual acts towards somebody or object has basis on the meaning the individual have for that person or object. People use symbols with shared meanings for effective communication. The symbols could be formed out of anything like material things, education and even the way people talk to each other. Resultantly, it is these symbols that become contributory in the development of self.

The theory can help understand the media's role in creating shared symbols in any field for instance, for propaganda. Since media is powerful, hence it can make its own symbols. It can help in exploring the ways how media affects shared symbols of a society and in reciprocal the effect of those symbols on individual.

Advertising could also be cited an example to see how media makes and utilizes symbols to influence 'sense of self'. Advertisement of products is made by giving them shared cultural meaning to make them desirable. A person having BMW is considered to have been leading successful life because of the car he/she is driving. The ownership of such cars associates him/her with a particular class. Apple Brand products also convey symbolic meaning and may convey a specific meaning about the owner. Propagation of non-commercial symbols, flags, religious images and even celebrities gains shared symbolic meanings through their representation in the media (Lule, 2012).

5.3.3 Criticism

The theory has been criticized for being vague and broad to fit for framework rather than a theory. It has also been targeted for its excessive focus on individuals and for failing to elaborate self-esteem and emotions.

5.4 CHARACTERISTICS OF LANGUAGE

Brown (2022) has counted various important characteristics while consolidating various definitions of language. For him, language is systematic, a set of arbitrary symbols, primarily vocal, however could be visual. These symbols possess conventionalized meanings to which they refer. Language is means of communication which operates in culture or speech community and is basically human with universal characteristics (**Brown, 2022**)

Following are the main characteristics of language:

5.4.1 Arbitrary: language is arbitrary because there exists no natural or logical connection or correspondence between features of language and their meanings. Since there is no inbuilt mutual linkage between nature of things or the concepts the speech deals with, hence it is said to be arbitrary. Different people or communities have different pronunciations of different terms and there is no reason for it. Likewise, different things are named differently in different parts of world. For example, in English language the object we call chair has different name in other languages. It is said that if language had not been arbitrary, there would be a single language worldwide.

5.4.2 Means of Communication: Human language is the best means of communication. The communication may also occur through non-linguistic means including signals, signs, colours and even flags but human language is considered to the best way of expression. Thoughts, emotions or desires are better conveyed through language. Human beings use language to interact with each other and share knowledge and experiences and it may take shape of sharing of such things from one region to another or from one generation to another generation. Hence, language links not only geographical regions but becomes a bridge between present and past.

5.4.3 Social Phenomenon: language is source of developing and nourishing a culture and promoting human relations. Being a member of certain social group, people make interactions with one another. This activity enables them to identify, connect and coordinate with others. This makes language as indispensable part of any society.

5.4.4 Symbolic system: language is composed of various sound and written symbols hence it has a symbolic system. Symbols in any language are taken and normally acknowledged and utilized. The words do not only appear as patterns but these are symbols that have meanings. Words are used as symbols and not the signs they present. So the language uses words as symbols and not as signs for the concept represented by them.

5.4.5 Non-instinctive, conventional: Language is developed through evolution, convention and rules. No world language could have been developed with mutual understanding of a group instantly. Past generations pass on their conventions to next one. Like other institutions, language also possesses life, grows, expands and dies. The language is also said to be non-instinctive as it is acquired and nobody gets it with birth. Animals inherit their system of communication but humans have to learn and acquire it.

5.4.6 Language as cultural: language is considered to be an important element of culture. There is no denying the fact that culture itself depends on language for its transfer and it is due to this function of language that unlike other living creatures, human beings possess a history. Understanding the culture of other country, even our own culture becomes possible through language. So language has pivotal importance in expression of culture. Since cultures, beliefs and customs are communicated through language so it assumes central role in promoting emotions and opinions of group identity and its solidarity. There is also an opposite argument that language is passed through culture from one generation to the next one, which also seems relevant. However, imagine for a while, if there was no human language where would culture stand?

5.4.7 Dynamism: Since language keeps on changing and continuously passes through the process of evolution to adapt to the needs of users, so this important aspect makes it dynamic. The language we use today is somehow different from our older generation and their language is definitely different from their past generations. For instance, the English language used in Geoffrey Chaucer's times is very different from the modern English. In fact, everything, words, pronunciation, grammar keep on evolving and the process would continue as long as the language is in use as it constantly keeps on changing to adapt the changes in lives.

5.4.8 Language variations: The language enables human beings to say something in more than one way. There may be difference in accent or dialect but the messages conveyed are the same. This variation may be result of many things including the society individuals' lives in, their race and culture, age gender, geography or socioeconomic status.

5.4.9 Meaningful: The signals or symbols used in language always carry a meaning or in technical terms, the language symbols possess semantic content. This means that the sign or symbol has an association with something in actual world. People attribute a meaning or more than one meaning to a symbol and yet they can discern their difference in communication.

5.4.10 Human: All the characteristics mentioned so far differentiates the human language from that of animals and that is why it is called human.

(Brown, 2022; Hakim, 2018; 10 Main Characteristics of Language, n.d.; Samaranayake, n.d.)

5.5 MISUSES OF LANGUAGE

The language could be used in both ways i.e. negative or positive, depending on the motive of communicator. If there are numerous ways of using language for positively, there are many other ways to misuse it. Sometimes it is misused to harm people, some times for winning a position or argument and most often it is utilized to influence people and lead them towards certain directions, ideology or accepting certain viewpoints. Lies, shaming others, using inappropriate vocabulary, manipulation and swarming of words are some basic areas where language is misused.

The language always matters whether it is of government, politics, journalism or mass media etc. It has always been requirement of public to receive messages with clear meaning and proper understanding. A language that evades; obscures or confuses actual meaning actually does not fulfill purpose of the audience. If a language is used to obfuscate the truth rather than establishing it, it is debasement of language and it breeds cynicism. Good language symbolically represents good community, culture or society whereas bad language is a trait of flawed society.

There is no denying the fact that human communication could not achieve its ultimate objective without language. On one side, there are numerous positive and constructive uses of language while on the other side; language has been misused for many other purposes. Following are some major fields of communication where language is misused:

5.5.1 In political communication: According to George Orwell the political language was “designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind”. Politicians spin and obfuscate language to cover-up what may be embarrassing activities politically or unpleasant realities. They loftily use obscure language with a motive to give impression of having something important to say when in fact they do not have. They also use Jargon or pseudo-technical language to dress up an otherwise simple idea.

5.5.2 In Official communication: It has been observed that language is badly misused in government activities where it remains unclear, inaccurate and beyond understanding. The official language usually distorts or confuses meaning which prevents people to have proper understanding of policies and their outcomes besides checking people from accessing to public services and benefits. (“Bad Language: The Use and Abuse of Official Language,” 2009)

5.5.3 In mass communication: There is considerable literature available showing how language is misused or badly used by mass media. We often hear and watch how humans are dehumanized in language by labeling them and targeting them beyond human feelings. For instance killing a person can evoke emotions but when word terrorist is used, it goes other way. We come across a number of terms in our everyday life which impact our opinion and thinking. When civilians are killed, it could be termed as collateral damage but similar attacks on civilians may be described as surgical strikes, given justification through language of these attacks (Vanaik, 2003).

5.5.4 In Advertising: Persuasive communication is utilized in advertising to lure consumers towards some product or service. Language is employed in advertising to attract attention of people. The messages are usually misleading and exaggerated that provide misinformation to the public. Since the target of advertising is highlighting benefits of certain products or services, so disadvantages, shortcomings or drawbacks are usually concealed. The language of advertising influence people and their behavior because the messages developed in this particular field of media are intentionally designed in a manner to influence people. Use of abstract words like beauty, delicious etc. to create hyper-reality, is common practice in advertising. Advertisements use catchy phrases to arrest audiences’ while frequent use of adjectives and superlatives has become its hallmark. All this is done with repetition to help people read/watch easily and remind. In addition, neologism is also common practice in advertising as they coin new words frequently; “unzip a banana, temptational, bubbly, are some of the newly coined adjectives. (Kumar and Gunaseelan, 2016; Wolf and Cunningham, 1998)

5.5.5 In Common Usage: Lexicon and grammatical misuses of language have become common phenomenon. People use language incorrectly by making mistakes in grammatical structures or vocabulary. Reliance on computer programmes to correct spellings mistakes and grammatical errors negatively impacts language. This may not be any harmful activity, but still needs consideration. Since basic purpose of using language is to communication effectively, if appropriate and right language is not used, it may affect the process of communication.

5.6 THE RHETORIC

According to Merriam Webster dictionary, rhetoric is the art of speaking or writing effectively. The Oxford dictionary has described it as speech or writing that is intended to influence people, but that is not completely honest or sincere (*the rhetoric of political slogans*). It termed it as the art of using language in speech or writing in a special way that influences or entertains people. To be precise, rhetoric is the art of persuasion that speakers or writers utilize with an objective to inform, motivate or persuade their audience. For Aristotle, it is "the faculty of observing in any given case the available means of persuasion". Rhetoric empowers the sender of message with understanding and arguments. The rhetorical skills are utilized to influence audience by highlighting what they speaker/writer observes most compelling and important and lead them towards that direction.

Aristotle had elaborated three persuasive audience appeals including ethos (character), logos (reason), and pathos (emotion). Before moving forward lets define the three persuasive audience appeals: (Merriam Webster,n.d.)

5.6.1 Ethos

Ethos is Greek term for character. Ethos is the characteristic of speaker which is related to his/her trustworthiness and credibility to have ability to speak on a given topic. In addition, it is associated with speaker's respect, similarity to the audience, authority and expertise and reputation. What does speaker says establishes ethos. Ethos includes the description of background, demonstration of one's knowledge, and language that is appropriate to the audience as well as the subject.

5.6.2 Pathos

Pathos is the Greek term for suffering or experience. It is the ability how speakers emotionally motivate their audience. The targeted appeals help in playing on the audiences' values, hope and needs, and even fears and prejudices. Pathos creates emotional appeal or the emotional bond between speaker and listener. So understanding viewpoint of speaker or accepting his/her arguments depends on how much the appeal of pathos was effective. Speakers usually use emotionally loaded language, vivid descriptions, emotional examples and tone. The purpose is to establish a human bond with your audience.

5.6.3 Logos

It is Greek word for embodied thought. It signifies how much speakers has logical appeal or rational by offering vivid, logical ideas and using particular details, statistics, facts, definitions real life examples personal anecdotes etc. So it is a logic and rational arguments the speaker gives to elaborate point of view. Logos is

associated with coherence of message, evidence to support claims or argument and the possibility the audiences' actions lead to his/her desired outcome? Logos includes the use of facts, definition, quotes from authorities, real life examples or personal anecdotes. The purpose is to support your claims.

5.6.4 Cannons of Rhetoric

Apart from Aristotle's Rhetoric appeals for audience, invention, arrangement, style, memory and delivery have been described as five canons of rhetoric or phases of developing speech for persuasive communication. Invention means identification of important arguments that speakers utilizes to influence his audience and convince them about his/her viewpoint. Second important thing is the arrangements of the content or ideas that are going to be presented before audience. Putting all things, thought at invention stage, in proper sequence improves possibility of impressing audience. Style is the third important element of persuasive communication. It is procedure of choosing proper language and construction of presentation to create emphatic appeal among audience. Fourth important element is the ability of retaining enough material or content in memory to present it fluently with completeness. Delivery is the last of the five canons of rhetoric which means utilization of all tools and facilities to communicate effectively. Only words, which are just a small part of communication, cannot deliver message effectively so the methods and tools have to be employed to communicate effectively.

5.7 SELF-ASSESSMENT QUESTIONS

- Q1. What is the relation between language and communication?
- Q2. What are the basic assumptions of the Symbolic Interaction Theory? What is the application of this theory in mass media?
- Q3. Keeping in view Symbolic Interaction Theory, elaborate concepts of 'self-concept' ; 'looking glass-self' and 'generalized others'
- Q4. What are the main characteristics of language and elaborate why do you think language is arbitrary?
- Q5. What are the major fields where language is misused?
- Q6. What is rhetoric? Explain three persuasive audience appeals introduced by Aristotle.

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Unit: 06

PERCEPTION ISSUES IN COMMUNICATION

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CONTENTS

6.1	Introduction	57
6.2	Objectives	57
6.3	Definition of Perception	58
6.4	The Process of Perception.....	58
6.5	Selective Perception	59
6.6	Factors Influencing Perception	60
6.7	Relationship between Mass communication and Perception	61
6.8	Self-Assessment Questions	61
	Suggested Readings	62

6.1 INTRODUCTION

Perception is the process of selecting, organizing, and interpreting information. This process includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences. Although perception is a largely cognitive and psychological process, how we perceive the people and objects around us affects our communication. We respond differently to an object or person that we perceive favorably than we do to something we find unfavorable. But how do we filter through the mass amounts of incoming information, organize it, and make meaning from what makes it through our perceptual filters and into our social realities?

6.2 OBJECTIVES

After studying this unit, the students should be able:

1. To explain the concept, meaning and definition of perception
2. To highlight the factors that influence the perception
3. To identify the relationship between mass communication and perception

6.3 DEFINITION OF PERCEPTION

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin & Maharani, 2018). According to Ayub (2020) Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. Perception could be explained in various ways. As Otter (2017) has argued the perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition from Nugroho (in Saifuddin, 2020) perception is a process that starts form the use of the five senses in receiving a stimulus, then it organized and interpreted so that it has an understanding of what is sensed.

Fieldman (1999) stated that perception is a constructive process by which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation. Whereas Morgan (1987) stated that perception refers to the way the work, sound, feel, tastes, or smell. In other works, perception can be defined as whatever is experienced by a person. According to Rahmat (in Arifin, Fuady & Kuswarno, 2017) perception is about objects, events, or relationships obtained by inferring information experience interpreting messages. Whereas, according to Sugihartono (in Arifin, Fuady & Kuswarno, 2017) perception is the ability of the senses to translate stimulus or the process to translate stimulus into human senses. In human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect the human action. From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

6.4 THE PROCESS OF PERCEPTION

Based on Walgito (in Arifin, Fuady & Kuswarno, 2017) the process of perception occurs in the following stages:

- A.** The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses.
- B.** The second stage, a stage known as a stimulus that is a physiological by receptors (sensory organs) through sensory nerves.
- C.** The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received by receptor.

- D. The fourth stage is the results obtained from the process of perception, which is in the form of responses and behaviour

6.5 SELECTIVE PERCEPTION

When people encounter messages running contrary to their beliefs and attitudes, they don't always change their minds. Selective perception and judgment, processes often studied in concert, involve encoding and evaluating messages on the basis of one's previous attitudes and beliefs (Eagly & Chaiken, 1993). Selectivity processes can lead people to readily accept confirmatory information, discount contradictory information, and subsequently maintain or reinforce their preexisting beliefs and attitudes. For example, in a classic study, Hastorf and Cantril (1954) found that students from Princeton and Dartmouth had different perceptions of a particularly rowdy football game. Even though they watched the same game, Princeton students identified more infractions by the Dartmouth players than did the Dartmouth students. The patterns, Hastorf and Cantril reasoned, were evidence of selective perception or of seeing the game differently depending on one's collegiate affiliation.

Selective retention proposes that messages consistent with one's beliefs are better remembered than messages inconsistent with one's beliefs (Eagly & Chaiken, 1993). Analyzing memories after viewing a presidential debate, Sebald (1962) found that people tended to recall, from their preferred candidate, statements with which they agreed and, from the opposing candidate, statements with which they disagreed. He also found some evidence of distorted memories, whereby people believed that statements with which they agreed were made by their preferred candidate and statements with which they disagreed were made by the opposition—even when this was not always the case. Selective perception and retention are important for the study of media effects because they are individual-level variables that condition the media's effect. A message may not be perceived or remembered in ways intended by the message creator, which limits its impact. In their influential book *Personal Influence*, Katz and Lazarsfeld (1955) argued that “an individual's attitudes or predispositions can modify, or sometimes completely distort, the meaning of a given message” (p. 23). Klapper (1960), writing an overview of state-of-the-art knowledge of media effects in his time, noted that media effects are limited because selectivity processes such as selective perception and retention can counteract the possible effects of exposure to incongruent messages.

6.6 FACTORS INFLUENCING PERCEPTION

Perception is how an individual selects, organizes, and interprets information to create a meaningful picture. Perception depends not only on the physical stimuli but also on the stimuli's relation to the surrounding field and on conditions within the individual. Perception is a process by which individuals organize and interpret their sensory perceptions to give meaning to their environment (Adelekan & Asiyani, 2016; Kellens, Zaalberg, Neutens, Vanneuville, & De Maeyer, 2011). However, what one perceives can be substantially different from objective reality. It is the process through which the information from the outside environment is selected, received, organized, and interpreted to make it meaningful. This input of meaningful information results in decisions and actions. Several factors operate to shape and sometimes distort perception. These factors can reside in the perceiver in the object or target being perceived or in the context of the situation in which the perception is made (Afolabi, 2020).

When an individual looks at a target and attempts to interpret what he or she sees, that interpretation is heavily influenced by the personal characteristics of the individual perceiver. Personal characteristics that affect perception include a person's attitudes, personality, motives, interests, past experiences, and expectations. There are some factors that influence the target, such as novelty, motion, sounds, size, background, proximity, similarity, etc. Characteristics of the target being observed can affect what is perceived. Because targets are not looked at in isolation, the relationship of a target to its background also influences perception, as does our tendency to group close things and similar things together (Taylor, Franke, & Bang, 2006).

There are also some situational factors like the time of perceiving others, work settings, social settings, etc. that influence the perception process. Besides these, there are some other factors like perceptual learning, which is based on past experiences or any special training that we get. Every one of us learns to emphasize some sensory inputs and ignore others. Another factor is the mental set, which refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepared with good attention and concentration. The level of knowledge we have may also change the way we perceive their behaviors. For example, if a person knows that her friend is stressed out over family problems, she might overlook her snappy comments. Learning has a considerable influence on perception. It creates expectancy in people. The nature of the things which have to be perceived is also an influential factor. By nature, we mean, whether the object is visual or auditory, and whether it involves pictures, people, or animals. Perception is determined by both

physiological and psychological characteristics of the human being, whereas sensation is conceived with only the physiological features (Werder, 2009).

Thus, perception is not just what one sees with the eyes. It is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion, and then interprets the information to make an assessment of what is going on in one's environment. When an individual looks at a target and attempts to interpret what they see, that interpretation is heavily influenced by the personal characteristics of the individual perceiver. Personal characteristics that affect perception included a person's attitudes, personality motives interest, past experiences, and expectations.

6.7 RELATIONSHIP BETWEEN MASS COMMUNICATION AND PERCEPTION

Perception and communication are related because perception is a necessary step toward the process of communication. Perception involves the reception of data from various sensory inlets in the form of the five senses, the internalization of the data, and the translation of that data into some form of output through the process of communication. Communication may be either intrapersonal or interpersonal. The manner in which people perceive themselves and also in their relationships with other people largely relies on perception.

6.8 SELF-ASSESSMENT QUESTIONS

1. Define perception, also explain different factors that influence individuals' perception with examples from society
2. How mass media shape and influence public perception; justify your answer with the help of research studies

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Unit-07

**PERSUASION: TECHNIQUES AND
THEORIES**

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CONTENTS

7.1 Introduction	66
7.2 Objectives	66
7.3 Persuasion	67
7.4 Principles and Techniques of Persuasion.....	68
7.4.1 Analysis of Audience.....	68
7.4.2 Source Credibility.....	69
7.4.3 Structure of Message	69
7.4.4 Message Clarity	69
7.4.5 Persuasive Speaking	69
7.4.6 Audience Involvement.....	69
7.4.7 Action Principle	69
7.4.8 Appeal to Self-Interest.....	70
7.4.9 Timings and Context.....	70
7.4.10 Offering Incentives	70
7.4.11 Humor Appeal	70
7.4.12 Fear Appeal.....	70
7.4.13 Principle of Repetition.....	70
7.5 Models of Persuasion.....	70
7.5.1 McGuire's Information-Processing Theory	71
7.5.2 The Elaboration Likelihood Model	71

7.5.2.1 Central Route.....	71
7.5.2.2 Peripheral Route	71
7.5.3 The Heuristic Model.....	72
7.6 Inoculation Theory	72
7.7 Public Communication Strategies.....	73
7.8 Self-Assessment Questions	73
Suggested Readings	74

7.1 INTRODUCTION

Persuasion is process of communication which is used to influence the attitudes and behaviors of audience with the help of arguments and without the use of any sort of pressure or duress. It means that the process of persuasion is used to influence the choices of the people. It is also a matter of fact that a variety of techniques of persuasion pervade over almost all the activities of a human life. In persuasion, the information is transmitted in such a way as to get people revise their frame of reference and formulate their attitudes and behaviors in a particular direction. Persuasion pervades over in the workplaces, homes, streets, and almost everywhere in the daily life activities. It is, therefore, important to learn the various techniques of persuasion to live a successful life. Persuasion is nowadays supporting public relations, publicity, and advertising in a tremendous manner. The important components of persuasion include source, message, channel, receiver, and destination. The major work for exploring the different techniques of persuasion is attributed to Carl Hovland's milestone research contributions including Hovland's Army Research and Yale Communication Research Program. The basic functions and uses of persuasion are to change hostile opinions and attitudes, neutralize hostile opinions and attitudes, and crystallize unfounded or latent opinions and attitudes and conserve or reinforce favorable opinions. The contents of this unit have been designed to enable the student of mass communication to understand and analyze the different techniques used in different communications to persuade the audience, develop the basic approach on different principles of persuasion, understand the significance and application of different appeals of persuasion, differentiate among the different models and theories of persuasion, learn the various strategies used in the public communication campaigns and differentiate between the central and peripheral route to persuasion in the elaboration likelihood model.

7.2 OBJECTIVES

The Contents of this unit have been designed to enable the student of mass communication to:

- Understand and analyze the different techniques used in different communications to persuade the audience.
- Develop the basic approach on different principles of persuasion.
- Understand the significance and application of different appeals of persuasion.
- Differentiate among the different models and theories of persuasion.
- Differentiate between the central and peripheral route to persuasion.
- Learn the various strategies used in the public communication campaigns.

7.3 PERSUASION

Persuasion is a phenomenon or process of communication which is used to influence the attitudes and behaviors of the target audience with the arguments and logics and without the use of any sort of pressure or duress. It means that the process of persuasion is used to influence the choices of the people. It is also a matter of fact that a variety of techniques of persuasion pervade over almost all the activities of a human life. In the process of persuasion, the information is transmitted in such a way as to get people revise their pre-dispositions or frame of reference to form new ones, and in this way their attitudes and behaviors are changed in a particular direction. Persuasion is used in advertisements and marketing strategies to sell the concepts, products, and innovative ideas. It pervades over in the workplaces, homes, streets, educational institutions and almost everywhere in the daily life activities.

Persuasion has been given tremendous importance since ancient times. Many great philosophers and thinkers devoted their whole lives in understanding the different aspects of persuasion. In the ancient Greece, the rulers used the techniques of persuasion to retain the support of the subjects. In the Middle Ages, persuasion has remained an important liberal art which all educated men tried to master. Now, it is supporting public relations, publicity, and advertising in a big way. The components involved in the persuasive communication include:

- i. **Source:** Perceived sender or communicator of the communication/message.
- ii. **Message:** What the communicator says, and it also includes style, content, and the organization of the content.
- iii. **Channel:** It is the medium through which the message is communicated like the mass media.
- iv. **Receiver:** The person(s) to whom the message is directed.
- v. **Destination:** Indicates the behavior the communication is intended to influence.

The major work for understanding and exploring the different principles and techniques of persuasion is attributed to Carl Hovland's following milestone research on Persuasion.

- 1) **Hovland's Army Research**, which is based on analyzing the impact of motivational films on soldiers.
- 2) **Yale Communication Research Program** (1946 and 1961): Yale Program

of research on communication and attitude change conducted more than 50 experiments in search of magic keys. The project was funded by Rockefeller Foundation. The study was based on learning theory or reinforcement theory approach, in which efforts of some 30 social scientists mainly psychologists, sociologists, anthropologists and political scientists was included. The study resulted in many published works including “Communication and Persuasion” (1953).

The basic functions and uses of persuasion are to:

- ▶ **Change hostile opinions and attitudes:** Persuasion is mostly used to change the hostile opinions and attitudes of the target audience as favorable.
- ▶ **Neutralize hostile opinions and attitudes:** If it is not possible to completely change the beliefs of the target audience, then making the hostile opinions and attitudes neutral or harmless is more desirable in the process of persuasion.
- ▶ **Crystallize “unfounded” or latent opinions and attitudes:** It is important to know the reasons for the unfounded or latent opinions and attitudes so that they may be addressed appropriately. So, the research is very important for the success of persuasion.
- ▶ **Conserve/reinforce favorable opinions:** The easiest job is to conserve favorable opinions through reinforcement. However, a proper strategy should be chalked out to conserve their opinions as nobody likes to be taken for granted.

7.4 PRINCIPLES AND TECHNIQUES OF PERSUASION

Some of the most important and widely used principles and techniques of persuasion have been elaborated as under:

7.4.1 Analysis of Audience

For the success of a persuasive communication campaign, full knowledge of the target audience is of great important. It is advisable that the attitudes of the target audience should be determined first and then an appropriate communication medium may be suggested. This process is called “channeling.” It simply means that persuasive communication can be developed more effectively if the basic knowledge about the target audience like their religious values, political structure, economic ecology, social settings, etc. are known.

7.4.2 Source Credibility

Another important appeal of the persuasion is the use of a credible and trustworthy source for the persuasive communication. People believe and trust more on the people who are taken as more expert and knowledgeable in a particular field. Similarly, persuasive impact is multiplied if the source of the message is attractive. To enhance the credibility of the persuasive communication, special symbols are used in the surroundings of the person delivering the persuasive message.

7.4.3 Structure of Message

The structure and the content of message also play a significant role in the process of persuasion by enhancing the prospects for the attitudinal change and is considered an important persuasion appeal. The factors of recency and primacy, testimonials, and two-sided arguments can produce greater persuasive effect and hence they may be applied appropriately.

7.4.4 Message Clarity

In order for the message to be comprehended by the audience clearly and without any misperception, it should be designed self-explanatory and clear. This practice will surely decrease the chances of mis-interpretation according to the pre-disposition of the receiver of communication.

7.4.5 Persuasive Speaking

The professional and proficiency is pre-requisite for delivering persuasive communication to the audience through spoken words. So, the language and style used in delivering the information should be very polite and persuasive without any duress. It is important to first discuss the undisputable points or the things which are common between the audience and communicator and after the channeling, the persuasive message may be delivered.

7.4.6 Audience Involvement

The persuasion can be made more successful by involving the audience in the decision making and other important activities of the process of persuasion.

7.4.7 Action Principle

Action principle or hint for action is another important persuasion appeal which advocates to bring some activity, physical response, or action-oriented suggestions in the process of persuasion for better results and acceptance of the persuasive communication.

7.4.8 Appeal to Self-Interest

The audience pays more attention to such messages or communication which are molded according to the interest of the audience like the sense of belonging, self-esteem, financial benefits, and ego-gratification. This appeal ultimately enhances the persuasive impact greatly.

7.4.9 Timings and Context

The acceptance and adoption of a persuasive message or communication greatly depends on the climate, conditions and timings of the communication or persuasive attempt. So, before going for a persuasive communication, a good communicator must sense the mood of the audience and circumstances. If the timings and context seem favorable, then the persuasive communication should be devised keeping the socio-economic conditions of the audience in mind.

7.4.10 Offering Incentives

It has been usually observed that the incentive based persuasive communication bring good and fruitful results. So, incentives should be offered to the target audience during the process of persuasion.

7.4.11 Humor Appeal

Many advertisements and persuasive communications use humor appeal to bring about some change in the attitude and behavior of the target audience, which has been found a very useful persuasion appeal.

7.4.12 Fear Appeal

Fear appeal is another very useful persuasion appeal, which can be observed in many persuasive communications and advertisements especially the advertisements relating to road safety, hygiene, and cosmetics etc.

7.4.13 Principle of Repetition

It has been observed that repeating the persuasive communication over a period of time has been a very useful and fruitful persuasion technique. Striking the target audience again and again with persuasive communication loaded with strong arguments along with facts and figures can bring about a positive change in the attitudes and behaviors of the receivers.

7.5 Models of Persuasion

Some of the most common models of persuasion have been elaborated below for a better understanding of the process of persuasion.

7.5.1 McGuire's Information-Processing Theory

Information-processing theory is a collection of various ideas explaining the ways that how media audience processes the persuasive flood of information which is encountered every moment of each day. This theory elaborates that how the audience gets the information, processes it, stores the knowledge, and then makes the best use of the information gained through media. The theory assumes that an individual operates like a computer. We filter the bulk of information and just a small portion reaches our conscious mind for attention and processing. Furthermore, our mind stores only a small amount of information. We are actually information avoiders according to our frame of reference and pre-dispositions, and we develop sophisticated mechanism for avoiding information not suiting our perception and which can be a source of cognitive dissonance.

7.5.2 The Elaboration Likelihood Model

The elaboration likelihood model or the ELM model was developed in the early 1980s by Petty and Cacioppo. This model explains the process of change in the attitudes and behaviors with the help of persuasion. The basic principle of ELM model is the “elaboration continuum”, which explains the range of low thought or low elaboration to high thought or high elaboration during the persuasion attempt. The model explains the persuasive communication with reference to two routes to persuasion, which are:

- 1) the ‘central route’
- 2) the ‘peripheral route’

7.5.2.1 Central Route

The Central route processes require a great deal of thought or high elaboration, which means that the central route talks about careful scrutiny of a persuasive communication to determine the merits of the arguments presented in the message for attitudinal change. It is important that a person must have the ability and motivation to centrally process the persuasive communication. If the elaboration process produces the favorable thoughts or attitude, there are chances that the message will be welcomed and accepted. On the other hand, if unfavorable attitude is developed during the process of evaluating the merits of the arguments presented in the persuasive communication, it is more likely that the message will be rejected or avoided. It is important to note that the central route leads to **lasting change** that resists fading and counterattacks.

7.5.2.2 Peripheral Route

The peripheral route is just the opposite of the central route. In peripheral route processes, the people do not involve in high thought or high elaboration and avoid

extensive cognitive processing of the arguments presented in the persuasive communication. The peripheral route processes usually depend on the way of presentation of the message or its environmental characteristics, such as the source credibility, the attractiveness of the source, the quality of the way in which message is presented or the packaging, and the catchy slogans etc. It is important to note that the peripheral route leads to **temporary change** that is susceptible to fading and counterattacks.

7.5.3 The Heuristic Model

The heuristic-systematic model of information processing (HSM) is an important model of persuasion, which explains the procedure that how the audience receives the persuasive messages and the mental mechanism to process the same information. According to this model, the humans process the persuasive communication in two different manners; one is heuristically and second is systematically. The heuristic process of the information deals with the use of simplifying decision rules with minimum use of cognitive resources i.e. ‘heuristics’ like the schema theory to process the content of the message in the shorter possible time. On the other side the systematic way of processing the information entails deliberative and careful processing of the persuasive information or communication.

7.6 INOCULATION THEORY

The theory was presented by McGuire and Papageorgis to explain the change in the attitudes and behaviors. The important thing is that this theory focuses on how to keep the existing beliefs, attitudes and behaviors consistent and firm in the face of persuasive attempts to change them. The theory is based on the medical analogy, as is evident with the name of theory. McGuire and Papageorgis point out that there are many people who have many unchallenged beliefs, which can be easily changed due to persuasion attacks due to the reason that the people are not in habit of defending them. This is exactly similar to a situation in the medical field in which a person who has been brought up in an environment free of germs and if the same person is exposed to germs, the person is mostly vulnerable to infection due to the lack of immunity to fight against the germs.

In medical field such persons can be given resistance to diseases either by good diet, rest, exercise etc., which is called as supportive treatment or by inoculation, which is a procedure to deliberately exposing the person to weakened form of germs to enhance the defenses and immunity, and this method has been found more fruitful in medical areas than the supportive treatment. McGuire and Papageorgis have conducted a series of experiments to test this theory. In the year 1961, the basic prediction of the theory was tested by McGuire and Papageorgis that the inoculation approach through which

the target audience is pre-exposed to weaken and defense-stimulating forms of arguments attacking the beliefs was more successful than that of supportive approach of pre-exposing the individual to such kind argument and communication which was supporting the basic beliefs of the person.

7.7 PUBLIC COMMUNICATION STRATEGIES

The strategies for successful public communication campaigns as postulated by Rice & Atkin (2012) include the following key steps:

- i. Understanding the historical and conceptual dimensions of the topic on which the persuasive attempt is being made.
- ii. Apply and extend the relevant theory of persuasion like the elaboration likelihood model, inoculation theory or other persuasion appeals etc.
- iii. Understanding the theoretical implications and interactions of the components of campaign.
- iv. Plan the campaign and match the objectives of the campaign to individual cost benefits.
- v. Apply the formative evaluation to keep proper monitoring of the elements of the campaign.
- vi. Analyze and understand the audience especially their demographics, media choices, and socio-economic conditions, etc.
- vii. Evaluate the media choices.
- viii. Mix the multiple media outlets and it is advisable to utilize the interpersonal communication channels when it is cost-effective.
- ix. Understand the uses and contradictions of various mass media outlets.
- x. Identify the reasonable criteria for success of the campaign. Also apply the summative evaluation to assess the success of both theory and program.

7.8 SELF-ASSESSMENT QUESTIONS

1. Explain the various functions of Persuasion.
2. Analyze the use of different principles and techniques of persuasion to persuade the audience.
3. How the involvement of audience is important in the process of persuasion? Explain with suitable examples from Pakistan.
4. Explain the strengths and weaknesses of various theories of persuasion in bringing change in the attitudes and behavior of the audience.

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Unit-8

**FUNCTIONS AND DEVICES
OF PROPAGANDA**

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CONTENT

8.1	Introduction	77
8.2	Objectives	77
8.3	History of Propaganda	78
8.4	Propaganda and the World Wars	78
8.5	Types of Propaganda	79
8.6	Techniques / Propaganda Devices	80
8.7	Self-Assessment Questions	83
	Suggested Readings	84

8.1 INTRODUCTION

We are living in a world which is surrounded and dominated by mass media and the role of media is evident in human history. Media plays its role in informing, educating, entertaining and persuading people. Media history reveals that media has remained one of the significant agents of influencing human opinion. Hence, it changes human attitudes and behaviour accordingly. Nowadays, we are even listening to Fifth Generation Warfare 5GW which aims to influence and grab the mind of people through media usage either conventional or social media. Propaganda is also considered one of the tools that have been extensively used to bring change in attitude and behaviour by influencing human beings. This Unit looks at the history of propaganda through the lens of history. It has been demonstrated that propaganda has been very extensively used during World War-I and World War II to demoralize the enemy and to gain strength through psychologically influencing war-torn soldiers and citizens as well. This Unit will highlight how the tool of propaganda has been used during wartime. It will further look at different types of propaganda that are employed to influence the people. Finally, it will be aimed to enlist and enumerate different devices or techniques of propaganda.

8.2 OBJECTIVES

After studying this Unit, you will be able to comprehend:

- The basic notion of propaganda
- Historical Context of Propaganda
- Types of Propaganda
- Techniques/Devices of Propaganda

8.3 HISTORY OF PROPAGANDA

It is pertinent to mention that propaganda has been a topic of many books written between two world wars (WW-I and WW II). When Harold Lasswell published his doctoral dissertation as a book in 1927 great criticism was stormed against him. One of the reviewers of the book termed it "a Machiavellian textbook which should promptly be destroyed" (Dulles, 1928, p. 107). During the same period another book entitled "Words That Won the War" (Mock and Larson, 1939) was published. These books were published during the world war, and these express the concern of media practitioners, people, and social scientists about propaganda.

8.4 PROPAGANDA AND THE WORLD WARS

In our society, the term propaganda has a negative connotation but when we look at the origin of this word, we find the opposite. The word Propaganda originated from the Latin word "Congregatio *de propaganda fide*" which means Congregation for the propagation of faith which has been established by the Catholic Church in 1622. This term came during the period of the reformation when several people were breaking away from the Church, and, during that time Church was striving for reformation. During that time a trife was evident between the Church, and Science-both declared them as a source of knowledge and the Church was of the view that Science is taking the people away from religion. During that era, Galileo had to renounce his statement in which based on a telescopic view he claimed that the earth revolves around the sun, yet Church opposed it. Under such circumstances, the church was left to defend an indefensible argument and perhaps this is the incident which led to the negative connotation of propaganda. In *Propaganda Technique in the World War* (1927), Lasswell tried to explain the term propaganda. According to him "It refers solely to the control of opinion by significant symbols, or, to speak more concretely and less accurately, by stories, rumours, reports, pictures, and other forms of social communication" (p.9). In later years a slightly different definition of propaganda was proposed by him which describes propaganda as "Propaganda in the broadest sense the technique of influencing human action by the manipulation of representations. These representations may take spoken, written, pictorial or musical form" (pp. 521-522). According to both of the definitions proposed by Lasswell, propaganda falls in the domain of advertising and persuasion. In the late stage, Roger Brown (1958) attempted to resolve the confusion between propaganda and persuasion/advertising- Brown defines persuasion as "symbol manipulation designed to produce action in others" (p. 299). He then elaborated that persuasive efforts can be termed as propaganda "when somebody evaluates that the action which is the purpose of the persuasive effort will be beneficial to the persuader but will not be advantageous to persuadee"

(p. 300). If the persuasive effort is advantageous to the communicator and may inflict harm on the receiver, then it may be described as propaganda. Propaganda is meant for many purposes but mostly it is used as a tool of psychological warfare, so Lasswell also discussed the objectives of propaganda in the context of war. He enumerated the following objectives of propaganda.

- “To mobilize hatred against the enemy
- To preserve the friendship of allies
- To preserve the friendship and, if possible, to procure the cooperation of neutrals
- To demoralize the enemy (p. 195)”

The widest use of propaganda is done during wartime. The best examples of propaganda can be witnessed in the western media regarding Russia’s invasion of Ukraine. We can never forget the role of CNN during the gulf war when this media was frequently discussing the weapons of mass destruction (WMD) in Iraq. Likewise, after the incident United States (US) effectively used mass media to make a supportive environment for the invasion of Afghanistan. In Pakistan, during the wars of 1965 and 1971 Radio Pakistan was extensively used as a tool of propaganda. The arrival of social media has facilitated the process of propaganda and now social media is being used for the same purpose. The term Fifth Generation Warfare (5GW) is very popular and is also a manifestation of propaganda.

8.5 TYPES OF PROPAGANDA

Propaganda can be divided into different kinds based on its sources. The following are three basic types of propaganda.

- **White Propaganda**

In this type of propaganda, the source of the propaganda is very clearly identified and known e.g., any news against Pakistan that is being aired about Pakistan from Indian TV channels will be counted as white propaganda.

- **Gray Propaganda**

In this kind of propaganda, the source of the propagandist is unknown e.g., any news that is being published in print media without mentioning or crediting the source can fall in this category.

- **Black Propaganda**

This type of propaganda attributes its source to some group other than its actual source.

8.6 TECHNIQUES / DEVICES OF PROPAGANDA

There are many techniques of propaganda which are effectively used to persuade and influence society. These devices are briefly enumerated as

- **Name Calling**

This technique is based on the use of a bad name for a person, thing or idea to make it loathsome so that it is rejected by the people and creates a bad impression on their minds. This technique is used in such a view that the recipient of the message rejects the idea or a person without examining the evidence on a logical basis (Lee and Lee, 1939, p. 26). The use of this technique is very rare in the field of advertising as it involves the issues of defamation by directly naming a particular product. However, some of the advertisers subliminally malign other products without mentioning the name of the other product. This technique is frequently used in politics on a national and international level, especially during election campaigns.

Examples: Western media frequently portray Muslims as terrorists and this word is associated with Muslims in western media.

It is also important to notice that one person can be considered a terrorist for one nation and simultaneously be considered a freedom fighter for the other. Many people in Afghanistan consider the Taliban as freedom fighters while the west views them as terrorists. It means that person is the same but different labels are being used.

In 1989, the then Executive Director of the Institute of Terrorism said, “ Can I provide a universally acceptable definition of terrorism? I fear I have to say, I cannot. There is no universally accepted consensus on who is a terrorist” When there is no single agreed-upon definition of terrorism but there is so much hue and cry about the concept and every Muslim is being associated with this that is the highly unjustifiable word. It is unfortunate that during the last two decades religion; especially Islam, has, unfortunately, been associated with extremism.

- **Glittering Generality**

Glitter means shining and beaming, and generality means a statement which is not based on validity or authenticity. This is based on the association of the word with something virtuous in such a way that it is accepted without examining any evidence or logic (Lee and Lee, 1939, p. 47). The use of glittering generality is so common that we hardly recognize its presence. It is used in every walk of life- from advertising to public relations, and politics even.

Examples

Different products are associated with catchy and virtuous words like Diamond Foam,

Habib Ghee, Wonder Bread, Dawn Bread, Royal Fan etc. Sometimes, advertisers use different slogans to attract their users-PIA has its slogan, "Great People to Fly With." Different food companies use the word organic/pure to attract the consumers

Likewise, this device is also used in politics as well; Pakistan Tehreek-e-Insaf used the slogan "Change" and attracted voters, and the same slogan has been used by Barack Obama in his election campaign. In the same fashion, Pakistan Peoples Party (PPP) attracts its voters through the slogan of "Roti, Kapra Aur Makan" (Bread, Cloth, and Home). Pakistan Muslim League uses the slogan "Vote ko Izzat do" (Respect the vote). All these leading parties through the use of different catchy words spellbound their voters and they go for them blindly without following any evidence or logic.

- **Transfer/ Association**

Transfer carries the authority, sanction, and prestige of something respected and revered over to something else to make the latter more acceptable" (Lee and Lee, 1939, p. 69). This technique works through association in which the propagandist disseminates his/her ideas by associating himself/herself with something favorable or prestigious. The main theme of this technique is to link an idea, product or personality with something revered to make one idea, product or personality more acceptable among the public.

Examples

This device of propaganda is widely used in politics, advertisements and for PR purposes as well. Different examples of this technique in the commercial world include the Statue of Liberty, Superman, Spiderman, Barbie etc. Then these characters are commodified in the forms of different products like costumes, water bottles, and bags. This term is also frequently used in politics, in our country ancestral politics of different parties work on it.

- **Testimonials**

When a celebrity opines that something-idea, a product, or personality is good or bad it is known as a testimonial as it has been testified by a well-known and popular figure and the followers of that celebrity blindly believe in it.

Examples:

This technique of propaganda is excessively used in advertising and political campaigns. Big commercial companies hire the services of actors, film stars,

cricketers, footballers, comedians etc. for the promotion of their products. Health Communication Campaigns also use celebrities to create awareness about different diseases like cancer, diabetes etc. In one ad Wasim Akram is asked why he never feels tired, and he replies that it is because he does not smoke.

- **Plain Folks**

This is one of the widely used techniques of propaganda and it is based on the idea that the ideas presented by the person, or the product being advertised belong to the common people of the society- they are just meant for them and purely belong to them.

Examples

This device is used in politics and advertising as well, e.g., Imran Khan-the Chairman of PTI uses the words “Meray Pakistanio”- (My Countrymen) Zulfikar Bhutto used to say, “I am from people and people belong to me”. Even the name of his Party-Pakistan Peoples Party (PPP) is based on that technique of propaganda.

- **Card Stacking**

“Card stacking is based on the selection and use of facts or falsehoods, illustrations or distractions, and logical or illogical statements to give the best or worst possible case for an idea, program, person, or product” (Lee and Lee, 1939, p. 95).

This is based on the selection of arguments that supposes or opposes a particular party, person or product. In this technique, only the desired side of the picture is visible to the viewers.

Examples:

The usage of this technique of propaganda is very common in the field of political communication/politics. In Pakistan, it has become a common practice to broadcast a desired clipping of a video which may benefit one party and can inflict harm to the reputation of another person or party. The term Embedded Journalism has also its roots in this technique of propaganda where a reporter visits a particular site or battlefield and reports what she/he is asked to report by the authorities. During the Gulf War, this technique of propaganda has been used very extensively. Different spokespersons of different political parties during the interview/ discussion only highlight the brighter side of their parties and avoid the opposite.

This technique is also in use by advertisers where they highlight the salient features of their products and subliminally downgrade other products.

- **Bandwagon**

This technique of propaganda has its basis in social psychology and personality psychology which believe that human beings are cognitive misers, and seldom reflect themselves through critical thinking or observation. In this technique, the propagandist tries to convince the people all members of the society belong to his/her group and are accepting her/his ideas, therefore, we must follow them and jump on the bandwagon by joining the crowd.

Examples:

This technique is effectively used by propagandists in politics and advertising both. It is used by the beverages to promote their drinks e.g., Pepsi has a history of such slogans which are based on the bandwagon effect. A few such slogans are- Pepsi, generation next, and “Har Koi Pi Raha hay” (Everyone is drinking).

8.7 SELF-ASSESSMENT QUESTIONS

1. Evaluate the brief history of propaganda.
2. Differentiate between propaganda and persuasion.
3. Discuss the purpose of propaganda.
4. Briefly describe different types of propaganda with examples from your setting.
5. Enlist techniques of propaganda, and explain each type with appropriate examples from politics and advertising.

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UNIT-09

**SOCIAL-PSYCHOLOGICAL
APPROACHES TO
MASS COMMUNICATION**

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CONTENTS

9.1	Introduction.....	87
9.2	Objectives	87
9.3	Social Cognitive Theory	88
9.4	Heider’s Balance Theory	88
9.5	Newcomb’s Symmetry Theory	89
9.6	Osgood’s Congruity Theory	90
9.7	Cognitive Dissonance	90
9.8	Selective Processes	91
	9.8.1 Selective Exposure	91
	9.8.2 Selective Perception	91
	9.8.3 Selective Retention	91
9.9	Self-Assessment Questions	91
	Suggested Readings	92

9.1 INTRODUCTION

The unit encompasses the concept of Consistency theories. Consistency theories are psychological in nature as they deal with human mind and behavior. It deals with information processing and communication, action and reaction skills of an individual in the society. A thorough understanding of it can equip an individual in general to deal with inconsistent and stressful situations. As consistency in thoughts, perception, attitude and behavior makes understanding of our self, environment and the world more meaningful.

This unit discuss the consistency theories from social cognitive theory, Balance theory to cognitive Dissonance theory to help students understand and differentiate between the key concepts of these theories.

9.2 OBJECTIVES

After studying this unit students would be able:

- To understand and explain psychological consistency.
- To differentiate between different approaches to achieve psychological consistency
- To identify the various inconsistent situations and ways to resolve it.

9.3 SOCIAL COGNITIVE THEORY

Social cognitive theory (social learning theory) was proposed by Albert Bandura. The theory suggests that most of the learning takes place through observation. It also sheds light on the strength of media effects, that how an individual can observe and learn an act through media.

One of the key take away of social cognitive theory is observational learning. The four key aspects of observational learning are:

- Attention (The process of extracting information from modeled behaviors)
- Retention (restructuring and transforming information in the form of conceptions)
- Reproduction (reproducing the observed behavior)
- Motivation (Rewards and punishments on observed behavior motivate or demotivate the observer to reproduce the behavior). Hence would add to behavioral repertoire.

Bandura identified Modeling as the application of an observed behavior. The acquisition of a behavior through mass media is known as observational learning (something which is not directly experienced but learnt through observation.)

Bandura identified the effects of such learning as, inhibitory and disinhibitory effect. The inhibitory effects represent the exhibition of punishment in response to a certain behavior to control or reduce its reproduction. While Disinhibitory effect in mass media reflect positive reinforcement for a prohibited behavior, increasing the likelihood to reproduce it.

Albert Bandura developed a framework to reflect learning is influenced by cognitive, behavioral and environment factors. People are considered not only the products of social systems but producers of social system too. Who are self-developing and regulating. A few key points noted under it are:

1. **Human agency:** It is the ability to intentionally invest in the learning and behavior change .It reflects human power to originate specific actions to bring change.
2. **Self-regulating:** It is generation of thoughts, actions to achieve goals.
3. **Self-efficacy** is among the key concepts in it. It is the confidence on one's abilities to control situations in their lives.

9.4 HEIDER'S BALANCE THEORY

Fritz Heider (1946) proposed balance theory. Being a psychologist he was interested in how people organize their views toward other people and things in

relation to one another inside their own cognitive framework. He postulated that unbalanced conditions result in tension and produce forces that bring balance. According to Heider, the idea of a balanced state defines a scenario in which the perceived objects and the felt emotions coexist peacefully.

The two individuals at the center of Heider's paradigm were (a person -P), the subject of the analysis), another person (O), and a tangible thing, concept, or event (X). He was worried about how these three entities' relationships are set up in a person's thinking (P). Heider identified two types of relationships Liking and Unit (cause, possession, similarity etc.) among the three entities. According to Heider's paradigm, a balanced condition existed, if all the three are positive or if two or negative and one is positive. All other combinations are unbalanced.

KEY POINTS:

- Heider postulated that either a relationship is positive or negative.
- A balanced state of mind resists change.
- Unbalanced state causes stress.
- The stress is relieved in case of change in a way which brings the balance back.

9.5 NEWCOMB'S SYMMETRY

Theodore M. Newcomb who was a social psychologist, proposed symmetry theory. He applied Heider's idea on interpersonal communication. That individuals try to influence each other to achieve symmetry.

According to Newcomb, an individual's desire for another person can affect their attempts to persuade them. This is one way in which Newcomb's theory is more of an interpersonal attraction theory than an attitude change theory. He further recognized that in order to achieve symmetry, individuals may alter his/her attitude towards other person or the subject significant to both of them.

Since, Newcomb's model focuses on two individuals and their interactions, he gave them the names A and B rather than Heider's P and O, and he keeps X to stand in for the thing that is the subject of their attitudes.

He shares Heider's assumption, the need for consistency and symmetry. He presented the idea that If A and B have divergent opinions on X. The strength of this strain toward symmetry will depend on; how strongly A feels about X and A's attraction to B.

The increase of attraction of A for B , and attitude toward X would result in:

- Strain between A & B over their attitude on X.
- The possibility of achieving symmetry.

- A communicates to B on X. (as Newcomb stresses communication).

Since people are expected to group, be friends with like-minded people. Moreover, the attraction of a person towards other person or group alters opinion.

9.6 Osgood's Congruity Theory

Congruity theory also falls among the group of consistency theories. It focuses on source of any information and assertions made by any source.

Despite being related to the balance theory, it focuses on people's attitudes about information sources and the things that the sources assert. Congruity theory has a number of benefits, including the capacity to forecast both the direction and the magnitude of attitude change. According to the congruity model that extreme judgments/two valued are simplistic in comparison to nuanced one.

Osgood elaborates the paradigm that a person (P) has attitude towards a source, and object (about which assertions are made). The degree of likeliness would determine whether a state of congruity exists or not. He further elaborates Incongruity as a state where one negative exists. For instance the attitude an individual holds about a source and object are similar (positive) but the statements are negative. Or the attitudes held are negative and statements are positive.

9.7 COGNITIVE DISSONANCE

Cognitive dissonance was proposed by Leon Festinger. The theory is similar to other consistency theories in its notion that the state of dissonance is reduced to achieve consonance. Festinger elaborates that any information which is inconsistent with pre held beliefs/opinions will create psychological tension. Individuals generally relieve such stress by maintaining the consistency in pre held knowledge.

Festinger identifies consonant and dissonant relationship as:

- A consonant relationship reflects consistency and balance between two elements.
- A dissonant relationship reflects inconsistency and divergent and psychological discomfort between the two elements.

He further discusses how inconsistent and dissonant relationships are made consistent.

1. Reshaping current opinion
2. Building and incorporating new one.
3. Decreasing the significance of one of the elements.

Festinger recognized individuals' ability to eliminate dissonance if they have knowledge of psychological inconsistencies.

9.8 SELECTIVE PROCESSES

The ways psychological discomfort is reduced are collectively known as selective processes.

9.8.1 Selective Exposure:

Mass media bombardment of messages are not always consistent with the beliefs of individuals. The concept of selective exposure elaborates that often due to our pre held notions they select the information to which they attend. To maintain the state of consistency, people avoid any inconsistent information.

9.8.2 Selective Perception:

Individuals fit received information in their own window of reality to make it consistent with existing notions. Selective perception makes different people see different things in the same message. Individuals tend to either fail to identify, misinterpret the inconsistent opinions. They may simply accept the opinions consistent to their beliefs without evaluations and scrutinize the inconsistent opinions.

9.8.3 Selective Retention:

Information which is consistent to one's beliefs is stored in the memory. Human brain doesn't store unwanted or conflicting opinions.

9.9 SELF-ASSESSMENT QUESTIONS

- Q1. What do you know about psychological inconsistency?
- Q2. How people are the producers of the social system. Discuss briefly.
- Q3. How Cognitive dissonance can be changed into consonance.
- Q4. Elaborate the key points of observational learning.

SUGGESTED READINGS

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