

Научная статья

УДК 81'42

<https://doi.org/10.24866/2949-2580/2025-1/128-135>

Анализ медиатекстов: стратегия и практическое применение

Ольга Константиновна Титова¹, Александра Владимировна Ерёменко²

^{1,2}Дальневосточный федеральный университет, Владивосток, Российская Федерация

¹Кандидат филологических наук, доцент, доцент Академического департамента английского языка, titova.ok@dvfu.ru

¹Кандидат филологических наук, доцент Академического департамента английского языка, eremenko.av@dvfu.ru

Аннотация. Актуальность данной работы обусловлена тем, что в настоящее время внимание широкой аудитории приковано к тем политическим процессам и событиям, которые происходят на мировой арене. Средства массовой информации являются транслятором мировой политики, формирующим общественное мнение. Будучи инструментами манипуляции в руках различных политических акторов, средства массовой информации навязывают обществу определённый взгляд на те или иные события, что, в свою очередь, способствует формированию определённого мнения и принятию политических решений. В современных условиях особенно важно уметь распознавать манипулятивные инструменты, используемые в медиаресурсах, и критически оценивать публикуемую информацию. Это позволяет формировать независимое мнение и принимать обоснованные решения в отношении международных событий. Данную задачу решает анализ медиаконтента, который позволяет извлекать информацию из медиатекстов, обеспечивая более глубокое понимание как явных идей, так и скрытых смыслов и коммуникативных намерений авторов публикаций.

В данной работе описывается стратегия анализа медиатекстов на примере англоязычных медиаресурсов. Приводится обзор теоретических положений, которые положены в основу авторской концепции предлагаемой стратегии анализа. Одной из главных профессиональных сфер практического применения разработанной стратегии является высшее образование. Анализ политических текстов, опубликованных в зарубежных медийных источниках, может быть использован в качестве образовательного инструмента на занятиях по английскому языку для студентов специальности «Международные отношения», так как данный метод не только развивает иноязычную коммуникативную компетенцию, но и компетенции, необходимые профессионалам в области международных отношений, такие как навыки медиаграмотности, критическое мышление и осведомлённость о вопросах, которые в настоящее время наиболее волнуют международное сообщество.

Ключевые слова: анализ медиатекстов, медиаграмотность, фрейм, сотрудничество, международные отношения

Для цитирования: Титова О.К., Ерёменко А.В. Анализ медиатекстов: стратегия и практическое применение // Дальневосточный филологический журнал. 2025. Т. 3, № 1. С. 128–135.

Original article

Media texts analysis: strategy and practical application

Olga K. Titova¹, Alexandra V. Eremenko²

^{1,2} Far Eastern Federal University, Vladivostok, Russian Federation

¹ Candidate of Philological Sciences, Associate Professor, Department of English Language, titova.ok@dvfu.ru

² Candidate of Philological Sciences, Associate Professor, Department English Language, eremenko.av@dvfu.ru

Abstract. The article deals with presenting media texts analysis strategy that relies on collaborative approach. The relevance of the paper is defined by the fact that media plays a critical role in transmitting world politics. As tools of manipulation in the hands of various political actors, the media impose a certain perspective on society regarding specific events, which in turn contributes to the formation of particular opinions and the making of political decisions. In today's world, it is especially important to be able to recognize the manipulative tools used by the media and to critically evaluate the information they publish. This enables individuals to form their own independent opinions and make more informed decisions regarding international events. Media content analysis provides a deeper understanding of the messages and images created by media resources. This paper describes a strategy for analyzing media texts using English-language media resources as an example. Theoretical overview that forms the basis of the author's concept is given. Practical application of the described strategy is also outlined.

Key words: media text analysis, media literacy, frame, collaboration, international relations

For citation: Titova O.K., Eremenko A.V. Media texts analysis: strategy and practical application. *Far Eastern Philological Journal*, 2025, vol. 3, no. 1, pp. 128–135. (In Russ.).

Introduction. Media play a significant role in international politics by shaping public opinion and facilitating communication between nations. First, media outlets provide information about international events, policies, and conflicts, helping to inform the public and policymakers. Next, media coverage can significantly impact public opinion on international issues, influencing the way they are perceived. By highlighting certain stories or perspectives, mass media shape the agenda for public debate and political action. This, in turn, can affect government actions and diplomatic relations. Besides, by exposing corruption, human rights abuses, or violations of international law, media help to hold governments accountable for their actions on the international stage and force them to change their behavior. Finally, countries can use media to promote their culture, values, and ideologies globally, enhancing their soft power. This can influence other nations' perceptions and foster goodwill, which can be beneficial in diplomatic relations.

The role that media play in society makes the importance of media content analysis self-evident. Analyzing media texts facilitates raising awareness of the current situation in the international arena and building background knowledge on world politics. This analysis helps to understand how media influence the perception of global issues and shape public opinion on them which, in turn, helps to develop news literacy and critical view on the information provided by the media.

The purpose of this article is to outline a media texts analysis strategy devised by the authors that relies on collaborative approach and has a special focus on political texts. Its implementation in the course “English for Specific Purposes” with international relations students can raise their awareness of global issues, develop their ability to evaluate facts and opinions and enhance news literacy skills.

Media content analysis theoretical background. Media texts of different types comprehensively represent social reality and shape our understanding of the world. This is the reason why media resources can be used for educational purposes as a learning material. According to D. Buckingham and J. Sefton-Green, through media students raise their awareness of sociopolitical issues as they begin to understand how political dynamics define the stories presented in the media [1, p. 98–104]. This understanding can be achieved through media content analysis.

Media content analysis is often defined as a strategy that helps the researchers to make valid inferences through identifying specific characteristics within text [10, p. 5]. It provides insights into the messages and images represented in mass media.

Applying media content analysis can raise public awareness of the issues which are currently at the top of the global agenda. This strategy uses different literacy practices to identify whether the information in the media is reliable enough and can be trusted. It also teaches to analyze and evaluate facts, challenge some claims and discredit misinformation.

To critically engage with media content and gain a deeper understanding of how it shapes public opinion, it is essential to identify the framing used in the article. According to R.M. Entman, articles typically contain frames that identify a specific problem, define the underlying cause of the problem, make a moral judgement of the problem and suggest one or several solutions to that problem [4, p. 52]. Journalists use frames to help break down complex situations into content that can be easily understood and consumed by the audience [7]. Frames can be understood as particular principles of selection, emphasizing, presentation and interpretation of events. As E. Goffman and R.M. Entman notice, we experience life through frames. What we know about the world around us depends on the frames we use to analyze and understand reality. Framing shapes perceptions, highlights certain aspects of a story and provides a context that guides the audience’s understanding [4, p. 52; 6, p. 21]. As media have the power to define the public agenda, the way media frame certain events influence the way people think about them. Most studies dealing with media content analysis touch upon the existence of one or another frame focusing on how using them can shape public opinion. The frames used in the articles on political issues often fall into several types.

Conflict frame focuses on disagreements or confrontations between parties or countries, it emphasizes opposing viewpoints and can create a narrative of winners and losers. Such frames emphasize conflict between individuals, groups, or institutions as a means of capturing audience interest [9, p. 95].

Moral frame presents issues in terms of moral implications often appealing to the audience’s sense of “right” and “wrong”. It can be used in discussions about social issues, justice and community values [9, p. 96; 3, p. 641–642].

Political frame focuses on implications of news events, including the actions and motives of political leaders, policy debates and the influence of ideologies. Observing and comparing political frames play an essential role in understanding power interactions within a society and evolving changes in public attention [8, p. 22; 25].

Crises frame emphasizes urgency and the need for immediate actions, often used in reporting urgent political situations, natural disasters, health emergencies. Framing a crisis in a political context not only sets the narrative surrounding events but also contributes to policy responses [11, p. 6].

Overall, identifying the frame contributes to a deeper understanding of media narratives and fosters more informed, critical engagement with media content. Recognizing how framing works allows individuals to understand its potential impact on their attitudes and beliefs about important issues. It should be emphasized that relying on few media resources which employ a restricted number of frames to report on the events can lead to a very limited perspective of reality and a wide range of media resources reporting on the same issue should be analyzed in case a more objective and better-grounded opinion on the issue is to be formed.

One more important task of the analysis is to identify the language the author of the article uses to frame the topic and influence the perception of the audience. We share the opinion of the scientists who believe that language is a tool used to promote an ideology, so selecting words plays a significant role in shaping the audience's opinion and manipulating its behavior [5, p. 31; 34]. Journalists use different linguistic forms to present news in order to talk influentially, clearly, stylistically and sometimes tactfully [5, p. 29]. These linguistic forms have different applications and meet different goals. While analyzing the language used in the media text it is important to identify moral judgments made by the journalists, the extent to which the opinion presented in the article is biased and how effectively the opinion of the audience is manipulated. Analyzing linguistic forms helps to understand the idea behind the words and reveal the hidden goals behind the press messages, hence, to find out what is kept from the public and what is shown as natural to make people believe some ideas are true and are not to be challenged.

The described media text analysis strategy was tested during the course “English for Specific Purposes” (ESP) with international relations students (IR). Working with media content can consist of two stages: the first stage is preparatory or individual and the second one is collaborative.

Preparatory (individual) stage. In the first stage students are given an article on a political issue and asked to identify the key ideas, the message of the article and the communicative goal of the author of the article. The message of the article is the most important component of the text, the purpose of the author's statement and the semantic center of the article. Identifying it usually presents a challenge for students. To help students find the way to rise to the challenge, the teacher can apply several methods which are well known and are not the focus of this article.

Finally, in this stage students can be asked to summarize the main points of the article in their own words and discuss how effectively the evidence supports the claims made.

Collaborative stage. Collaborative approach to the media text analysis turns out to be highly instrumental in helping students enhance their critical media literacy and mental capacity for explaining the ideological implications that political media discourse represents.

When collaborative activities occur, learners enlarge their knowledge storage, at the same time they do not just passively absorb the knowledge, but they also question some information, criticize the position of other students, argue with them, and do other critical thinking activities. In this case some students are involved in activities which include the elements of teaching known as one of the most effective ways of learning, while others get the opportunity to learn new things from their more knowledgeable and academically advanced peers.

In the collaborative stage students are asked to analyze the linguistic forms used in the article that reveal biases and identify the ideas that they find interesting, controversial or worth discussing. They are encouraged to ask questions about the problems raised in the article and then they must put all linguistic forms they have found, the ideas and questions in a table shared on Google disk so that all students can get access to the table and see ideas and questions chosen by other members of the group. During the class students work together. They find the ideas of their groupmates that resonate with them most and provide their opinion on them. Participants of the activity, whose ideas are chosen, provide their opinion too, agreeing, disagreeing with others or providing a look at the issue from a different perspective. The same activity is done with the questions.

Here is an example of the shared table filled in by the students during the collaborative media text analysis (Table 1).

Table 1

Media text analysis of the article «The Presidential Race is Far Tighter than Democrats probably realize» (The Guardian, 03.11.2024)

Title	John Zogby <i>The Presidential Race is Far Tighter than Democrats probably realize</i> (published in the Guardian on the 3 rd of November 2024)		
Main idea	Neither of the two US candidates holds the lead in the current presidential campaign with Kamala Harris supported mostly by black Americans and women and Donald Trump relying on white men who pin their hopes on the return to traditional values.		
Surnames of students	The ideas to be discussed	Questions to the problems raised	Linguistic devices that frame the article (Which of the two candidates does the author side with?)
Student 1	Trump's latest gambit is patronizing women by telling them they do not need abortion to achieve self-actualization and empowerment, that he will protect them, that they don't need to be worrying their pretty little heads about abortion rights	What impact can addressing gender issues have on the outcomes of the presidential election?	1. Trump's calling his opponent a diversity hire . 2. Intriguing, fascinating dynamic
Student 2	Men are finding it harder to define their careers and future, they fear they are losing ground	What can shift the alignments of the groups normally voting for the representative of one party?	1. Trump's latest gambit 2. To do aggressive male thing (about Trump)
Student 3	Trump picking up such a larger piece of the Black turnout could hurt the Democrats significantly	What accounts for the "gender gap" in voting alignments?	Unprecedented misogyny and down-right hat
Student 4	Trump and his supporters continue to promise a return of America, where "Girls were girls and men were men"	What makes Trump's program so appealing to young men?	1. ... women don't need to be worrying their pretty little heads about abortion rights 2. ... the same world where communities were white, and the US was always right

The analyzed article was published shortly before the election day in the USA, and it was devoted to the current situation in the presidential race with the analysis of the alignments of the voting groups supporting Donald Trump and Kamala Harris. The article falls into a political frame and features the motives of the candidates to a high office. After identifying the key ideas, the message of the article was articulated. It can be presented like this: *Neither of the two US candidates holds the lead in the current presidential campaign with Kamala Harris supported mostly by black Americans and women and Donald Trump relying on white men who pin their hopes on the return to traditional values.*

While trying to identify which side the author of the article supports and whether the view presented in the article is biased through the analysis of the language employed by John Zogby, the conclusion was made that the author's preferences are on the side of Kamala Harris. According to the author during his campaign D. Trump shows *unprecedented misogyny and downright hate*, he insults his opponent calling her *a diversity hire*, continues doing *aggressive male things* and shows his disrespect for women when saying women don't need to be worrying *their pretty little heads* about abortion rights. All these linguistic forms used by John Zogby carry strong negative connotations and imply his negative attitude to Donald Trump.

During collaboration, the ideas that are considered interesting or controversial are discussed. Following the strategy steps and performing the activity in collaboration also gives an opportunity to better understand the positions of the two candidates and the interests of their voters that the candidates had to take into account. The issue that aroused the biggest interest was the issue about D. Trump's relying on a return of the leadership position of men in the society.

Practical application. Media texts analysis strategy is essential for application in higher education in the course "English for Specific Purposes". ESP is an important part of the program aimed at building IR students' professional competencies. Being exposed to a plethora of authentic materials such as video materials, podcasts and articles that feature the issues related to the degree in the field of international relations, students also get an opportunity to build background knowledge and develop professional expertise in their field of study [2, p. 151].

There are a lot of difficulties that students might face while trying to deal with foreign media resources. First and foremost, analyzing ideas presented in the political articles requires higher order thinking skills that many students lack. Then, students might not have solid background knowledge that is essential for understanding and interpreting the information presented in political articles. Next, they often do not have strong linguistic competence that would allow them to read and understand authentic media texts in English.

Besides, many students do not know how to make inferences from what they read and how to understand the ideas that are not stated openly but just implied. Finally, they have a weak ability to think critically and challenge the ideas that they see in articles. All these difficulties can significantly impede students' progress. The devised strategy will help IR students focus both on revealing subject-specific language use and become more adept in the use of language aligned to their specific disciplines and facilitate the development of professional competencies.

The collaborative character of the proposed strategy helps IR graduates rise to the challenge and considerably increases the effectiveness of the conducted analysis. While working together and observing each other's performance they get an opportunity to handle the challenges mentioned above.

Conclusion. The proposed strategy of the political media texts analysis has a number of benefits.

First, it serves as a tool that structures the media text analysis and makes it more comprehensive. The table shared on Google disk is an effective form of structuring the material. It serves as a “bank” of all chosen ideas and linguistic devices that frame the article. Being collaborative, it also provides the opportunity for the learners to conduct a thorough analysis considering and discussing all presented in the article ideas that deserve attention. It also helps students to carefully and fully study the linguistic devices that frame the article.

Second, analyzing the frame the media content falls into and the linguistic forms that frame the article helps to reveal biases and understand the communicative goal of the author of the article.

Moreover, in terms of practical application, the described media texts analysis strategy proves to be highly instrumental for training international relations graduates and can be used for educational purposes. It allows less advanced students to become more mentally alert in assessing the implications of political discourse while observing the performance of their peers and learning from them to complete challenging tasks that require higher-order thinking skills.

We believe that the proposed strategy can be used for educational goals regardless of the field of study.

Список литературы

1. *Buckingham D., Sefton-Green J.* Making sense of the media: from reading to culture // Teaching English / ed. by S. Brindley. London, New York: Routledge, 1993. P. 98–104.
2. *Djelloul K.H., Melouk M.* Meeting students’ needs: ESP teaching at the department of political sciences // African Educational Research Journal. 2022. Vol. 10(2). P. 150–160.
3. *Domke D., Shah D., Wackman D.* Rights and morals, issues, and candidate integrity: insights into role of the news media // Political Psychology. 2000. Vol. 21(4). P. 641–663.
4. *Entman R.M.* Framing: toward clarification of a fractured paradigm // Journal of Communication. 1993. Vol. 43(4). P. 51–58.
5. *Ghassemi R., Hemmatgosha Z.* Language in media: a tool for expressing political views // Advances in Language and Literary Studies. 2019. Vol. 10(5). P. 28–35.
6. *Goffman E.* Frame analysis: an essay on the organization of experience. Boston: Northeastern University Press, 1986. 586 p.
7. Media Framing. URL: <https://archive.pagecentertraining.psu.edu/public-relations-ethics/-media-framing-and-ethics/medias-agenda-setting-role/media-framing/> (дата обращения: 04.12.2024).
8. *Olivas Osuna J.J., Jorge-Botana G., Martinez-Huertas J.A., Olmos Albacete R., Martínez-Mingo A.* Quantifying the ideational context: political frames, meaning trajectories and punctuated equilibria in Spanish mainstream press during the Catalan nationalist challenge // Political Research Exchange. 2023. Vol. 5(1). P. 1–33.
URL: <https://www.tandfonline.com/doi/full/10.1080/2474736X.2023.2287036> (дата обращения: 05.12.2024).
9. *Semetko H., Valkenburg P.* Framing European politics: a content analysis of press and television news // Journal of Communication. 2020. Vol. 50(2). P. 93–109.
10. *Stone P.J., Dunphy D.C., Smith M.S., Ogilvie D.M.* The General inquirer: a computer approach to content analysis. Cambridge: MIT Press, 1996. 651 p.

11. Vincze H.O., Balaban D.C. The Evolution of crisis frames in the European Commission's Institutional Communication (2003–2022) // *Media and Communication*. 2024. Vol. 12. P. 1–19.

References

1. Buckingham D., Sefton-Green J. Making sense of the media: from reading to culture. *Teaching English*. Ed. by S. Brindley. London, New York: Routledge, 1993. P. 98–104.
2. Djelloul K.H., Melouk M. Meeting students' needs: ESP teaching at the department of political sciences. *African Educational Research Journal*, 2022, vol. 10(2), pp. 150–160.
3. Domke D., Shah D., Wackman D. Rights and morals, issues, and candidate integrity: insights into role of the news media. *Political Psychology*, 2000, vol. 21(4), pp. 641–663.
4. Entman R.M. Framing: toward clarification of a fractured paradigm. *Journal of Communication*, 1993, vol. 43(4), pp. 51–58.
5. Ghassemi R., Hemmatgosha Z. Language in media: a tool for expressing political views. *Advances in Language and Literary Studies*, 2019, vol. 10(5), pp. 28–35.
6. Goffman E. Frame analysis: an essay on the organization of experience. Boston: Northeastern University Press, 1986. 586 p.
7. *Media Framing*. URL: <https://archive.pagecentertraining.psu.edu/public-relations-ethics/media-framing-and-ethics/medias-agenda-setting-role/media-framing/> (accessed: 04.12.2024).
8. Olivas Osuna J.J., Jorge-Botana G., Martinez-Huertas J.A., Olmos Albacete R., Martínez-Mingo A. Quantifying the ideational context: political frames, meaning trajectories and punctuated equilibria in Spanish mainstream press during the Catalan nationalist challenge. *Political Research Exchange*, 2023, vol. 5(1), pp. 1–33.
URL: <https://www.tandfonline.com/doi/full/10.1080/2474736X.2023.2287036> (accessed: 05.12.2024).
9. Semetko H., Valkenburg P. Framing European politics: a content analysis of press and television news. *Journal of Communication*, 2020, vol. 50(2), pp. 93–109.
10. Stone P.J., Dunphy D.C., Smith M.S., Ogilvie D.M. The General inquirer: a computer approach to content analysis. Cambridge: MIT Press, 1996. 651 p.
11. Vincze H.O., Balaban D.C. The Evolution of crisis frames in the European Commission's Institutional Communication (2003–2022). *Media and Communication*, 2024, vol. 12, pp. 1–19.

Статья поступила в редакцию / Received 22.02.2025

Одобрена после рецензирования / Revised 23.02.2025

Принята к публикации / Accepted 03.03.2025