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**We What We Watch: Effectingthe Unaffected Throughthe
Effervescent Disk Theory, New Approachof Media
Effective Theory**

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Abstract.

This study examines a new media effective theory was developed by the author; it is called “*The Effervescent Disk Theory*” (EDT). The theory main goal is to affect the unaffected audience who is either not exposing to a particular message or do not show interest in it. EDT suggests melting down messages that means to be affected within the media materials which are selected willingly by the audience themselves. A certain procedures to test EDT hypotheses were taken and illustrated in this study. A sample of 342 respondents (males & females) was collected from Tripoli University in Libya during the academic year 2013-2014. The designated sample is representing students who were failing to pass the English module for beginners’. This study aims to change the students’ negative notion about the importance of learning English, and to put their new idea into action. The theory seeks to affect audience cognition, emotions, and behaviors. EDT was applied in the present study alongside the media dependency theory. EDT hypotheses were confirmed, study results denoted that 73.6 percentages of the students responded positively and passed their English exam for beginners after being exposed selectively to their favorite TV program that contains dissolved messages about the importance and vitality of learning English language.

Keywords: effervescent disk theory, selective exposure, media dependency, Libyan students.

I. INTRODUCTION

Affecting the audience is the main target and the sum up of all kinds of communication operation in any human society, whether it is primitive, developed, or civilized and despite the nature of its target “gaining knowledge, social interaction, entertainment, passing time ...etc.”

Based on that, communication operation is not a futile or a jump in the air, in fact it has a designated and deliberate goal(s), and the effect of these goals is the real measurement to what extent these goals are achieved.

But, what if the communication operation failed to achieve the designated goals and could not affect the audience as planned? [2], the simple answer of course would be “a precise review should be implemented for the following elements: sender, recipient, message, and medium” in order to develop a new strategy.

All previous studies those were reviewed by the author and relating to media effectiveness and audiences are merely describing the participants who either responded positively or negatively to media materials with an interpretation for their different responses. None of those studies determined to achieve communication operation main goal and affecting the unaffected audience.

However, the present study which investigates a new media theory “EDT” suggests a different approach in tackling such a matter via concentrating on the exposure issue, EDT hypothesis that audiences selective and willing exposure to media materials widen the possibility of effectiveness happening. Audience selective exposure to the media materials should be faced with “*message deliberate exposure*” meaning, when the audience gets exposed selectively to a certain media material the liaison should deliberately melt down (imply) his designated messages within the media materials. Melting down liaison messages in the contents of the media materials that are willingly selected by the Tarik Elaujali is with the department of Radio and Television, Faculty of Media, University of Benghazi, Benghazi, Libya (email: loujli@hotmail.com).

Audience means these messages will be consumed by the audience once they get exposed to their favorite materials. Consuming means “often” the effectiveness is being happened.

II. PURPOSE OF THE STUDY

The present study tests EDT hypotheses that were developed by the author in order to affect those who do not respond positively to certain media messages.

The study surveyed college students at Tripoli University who were failed to pass the English module for beginners’. The study investigates the change in the students’ negative notion about the importance of learning English, and observes how it will be turned into action after applying EDT.

III. SIGNIFICANCE OF THE STUDY

Alongside it is offering a new approach of media effectiveness theories via get it subjected to an experiment in order to examine its hypotheses, this study is presenting data and information for those who are interested in media effectiveness theories and audience.

العدد الثاني عشر - ديسمبر 2016

IV. EFFERVESCENT DISK THEORY (EDT)

One of the main goals of the communication operation is affecting media audiences; therefore EDT was developed to participate in achieving this goal. What makes EDT different to the other media effectiveness theories is that EDT does not neglect nor merely describe the non-responded ones, but it is chasing them and gets exposed to the audience in their favorite media materials which they are exposing to selectively and consuming them willingly. The reason for chasing the audience is to melt down media designated messages within the contents of their chosen media materials, so once these materials are consumed by the audience effectiveness occurs.

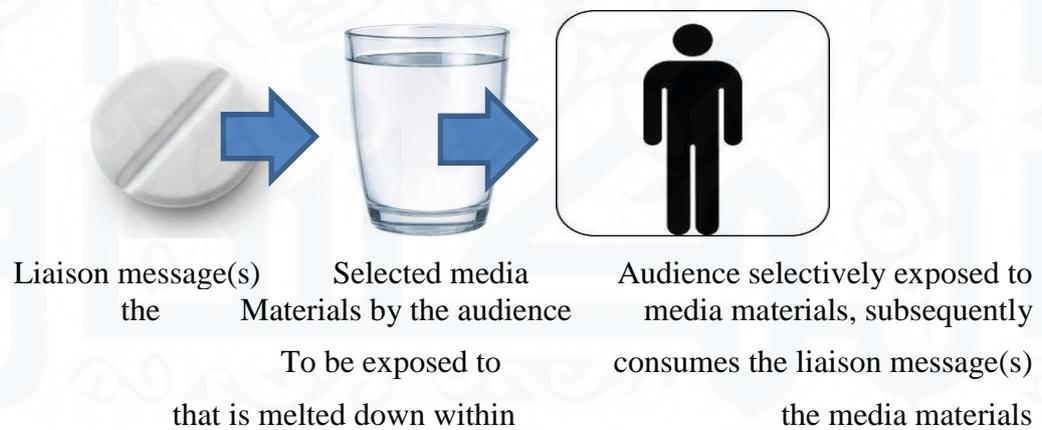


Figure 1. EDT experimental process

In EDT effervescent disk represent media messages which are meant to get melted down within media materials “glass of water” those audiences get exposed to selectively “consume with their free will”.

EDT suggests a battery of elements in order to affect media audiences:

- Liaison should be aware of the audience’s characteristics and the other surrounding variables.
- The more the liaison is professional the more possibility of effecting the audience.
- Knowing what type of media materials are the audience prefer unable the liaison to imply his message(s) precisely subsequently effectiveness happens.
- Knowing the right added amount of message(s) to the media materials means effectiveness will happened.

العدد الثاني عشر - ديسمبر 2016

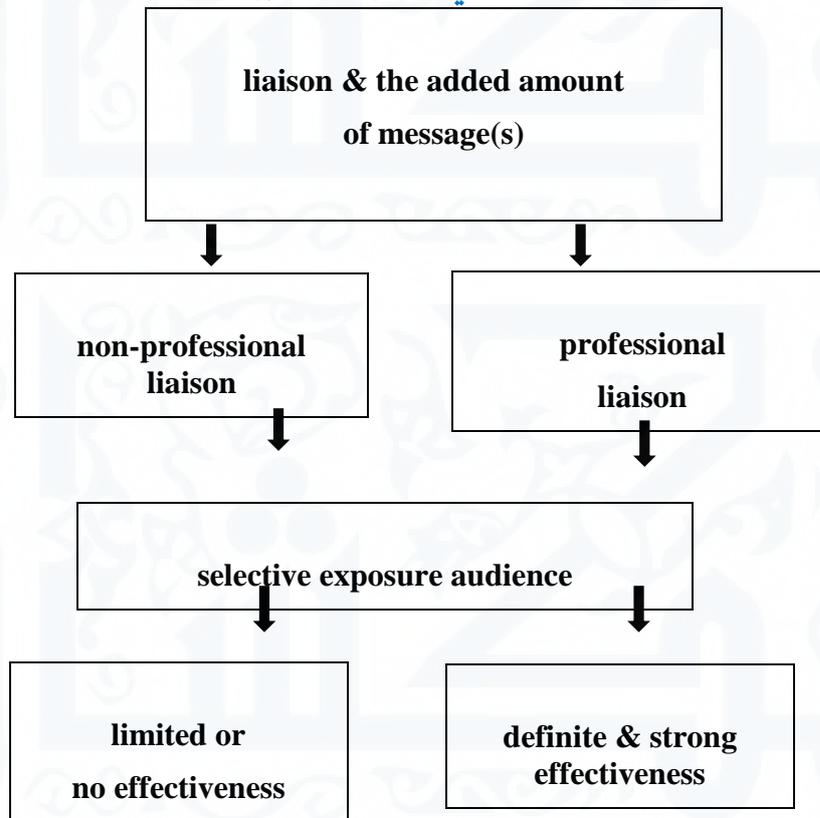


Figure 2. Liaison ability in making EDT works

- Watching closely the audience while they are exposing to the liaison message(s) that is implied within their favorite media materials in order to control the added amount in terms of rise it, reduce it, or stop it and that according to the degree of effectiveness occurs.

V. EDT HYPOTHESIS.

Media theories provide the framework for approaching questions about media effects and EDT is no exception nor emerged from nothingness, thus its theoretical frame was inspired and developed throughout reviewing a number of media effective theories such as: media dependency theory, agenda setting theory, uses and gratification theory, symbolic interactionism theory, and others.

Selective exposure is the corner stone of this theory that EDT depends mainly on the exist of people get exposed selectively to a certain media materials; this selectivity means those people have bias toward a particular material(s). Eva Jonas, Stefan Schulz-Hardt, Dieter Frey [1], support this notion they suggest that when people seek information, these information search processes are often biased in favor of the information seeker's previously held beliefs, expectations, or desired conclusions. People prefer to hear about candidates with whom they expect to agree; therefore selective exposure occurs when people's beliefs guide their media selections [6].

العدد الثاني عشر - ديسمبر 2016

EDT hypotheses:

- Selective exposure to media materials make them more effective than incident or imposed exposure.
- Melting down liaison message(s) within media materials which audiences get exposed to selectively make them more effective.
- Well and professionally melted messages are more consumable subsequently effective for the audience.
- The more professional liaison officer the more able to melt down his message(s) accuracy in the designated media materials.
- Audience demographic characteristics and the other surrounded variables are playing a major role in telling the exact capacity and frequency of the added amount of message(s) for making effectiveness happening.

VI. RESEARCH QUESTIONS AND HYPOTHESIS.

This research is underpinned by a number of specific research questions:

RQ1: What is the level of the sample exposure to the designated TV program “*Sportive Hour*” (low - medium - high)?

RQ2: How do the students estimate the importance of learning English language after the experiment is over?

RQ3: How do the respondents estimate their English language at the end of the experiment?

RQ4: Have the respondents who showed an interest in learning English language joined an English learning course after the experiment is over?

Previous theoretical and empirical studies were helpful in proposing a battery of hypothesis:

H1: There is a correlation relation with a statistical significance between the respondents selective exposure to “*Sportive Hour*” TV program and the effects of the melted message within the program (cognitive, behavioral, and emotional effects).

H2: There is a correlation relation with a statistical significance between the level of experience of the liaison officer and the occurred effects of the melted message(s) that were implied within the TV program (cognitive, behavioral, and emotional effects).

VII. METHOD.

The study hypothesis are addressed through analysis of self-reported questionnaire data collected from a random sample of students’ at Tripoli universities during the 2013/14 academic year. Three page questionnaire included questions on respondents’ frequent exposure to a sportive program play on a national TV called “*Sportive Hour*”, students’ motives, and the occurred effectiveness as well as their demographic characteristics.

A total of 342 college students at Tripoli University filled out questionnaires for this survey (217 male and 125 female). The designated sample is representing students who were failed to pass the English module for beginners’ besides showed no interest in the English language when asked in a pilot survey submitted to them 3 months prior to this study. A conservative estimate of sampling error associated with a probability sample of 342 is +/- 3% of the 95% confidence level.

العدد الثاني عشر - ديسمبر 2016

Participants presumed effectiveness of the melted messages were classified into three levels (low, medium, and high). Effectiveness was measured through two ways, first by asking the sample to estimate the level of their understanding, writing, reading, and spoken English language (weak, reasonable, good, very good, and excellent). Also via reviewing the results of the respondents who repeated English exam “for beginners” three months after the sample was subjected to EDT experiment. The studio sets were decorated by symbols indicates knowledge and learning such as; book shelves, pens...etc. Yet the “*Sportive Hour*” program presenter asked to use some English words and phrases in its comments and dialog with the guests. The program guests were selected precisely to meet the experiment requirements, they represented famous Libyan football players who were playing in the European league to talk about their experience with concentration on the difficulties they have faced because of their the English language barrier and how they felt more integrated and comfortable few months after learning the language.

The study questions were mainly addressed with statistical procedures. The cut-off point for statistical significance was $p > .05$.

VIII. RESULTS

RQ1 asked about the level of the sample exposure to the designated TV program. Data from Table 1 showed that more than half of the participants (58.6 percentages) are classified into the high level of exposure, followed by the medium level of exposure (23.3 percent), where the low level of exposure reported to be in the bottom (18.1 percent). The above results are supported by the findings of Khalid M. Aldaimy[3], where the high level of exposure came first (68. percent), followed by the medium level (23 percent), and lastly the low level (8.8 percent).

Table 1: the level of respondents’ exposure to “Sportive Hour” TV program

Level of exposure	“Sportive Hour” TV program
High	58.6 percent
Medium	23.3 percent
Low	18.1 percent

N=342

In RQ2 participants were asked to estimate the importance of learning English language after experiment is finished. Data from Table 2 illustrated that most of the students (51.8 percent) expressed a high level of interest in learning English language followed by the medium level (39.4 percent) and then the low level (8.8 percent).

العدد الثاني عشر - ديسمبر 2016

Table 2: Respondents' self-estimation for the importance of English language	Level of importance	Respondents
	High	51.8 percent
	Medium	39.4 percent
	Low	8.8 percent

N= 342

RQ3 asked the students to estimate their English language at the end of the experiment. Data from Table 3 showed that the medium level of the students estimation for their English language reported in the first rank (55.7 percent), followed by the high level (31.4 percent), and the low level (12.9 percent). Result from Table 3 could be interpreted in terms of students affected by the melted message that was implied within the sportive TV program.

Table 3: Respondents self-estimate for their English language at the end of the experiment

Respondents self-estimate for their English language	Respondents
Medium	55.7 percent
High	31.4 percent
Low	12.9 percent

N=342

RQ4 investigates whether the students who got exposed selectively to the sportive program were turned their interest in learning English language into action by joining an English learning course or not?. Data from Table 4 denoted that the students who joined an English learning course later came first with 58.2 percent, followed by those who joined immediately with 27.9 percent, while the non-responded sample came last with 13.9 percent. The findings from Table 4 matches well with the students estimation of the importance of learning English language (see Table 3), which means those respondents did not merely expressed their point in the issue of learning the language but also have put their opinion into action. Yet these results consist with Data from Table 1 which showed a high level of exposure to a six days a week TV program "*Sportive Hour*", that "viewers who attach a greater importance to daily TV viewing ritual would spend more time watching TV on a daily basis" [4].

العدد الثاني عشر - ديسمبر 2016

Table 4: Respondents join an English language course after being exposed selectively to “*Sportive Hour*” TV program that contains a melted message about the importance of learning English

Respondents join in an English language course	Respondents
Later join	58.2 percent
Immediate join	27.9 percent
Did not join	13.9 percent

N=342

H 1 assumed that, there is a correlation relation with a statistical significance between respondents selective exposure to “*Sportive Hour*” TV program and the happening effects of the melted message within the program (cognitive, behavioral, and emotional effects). Pearson Correlation Coefficient was used to test the correlation between the student’s exposure to melted message that the TV program contains “*Sportive Hour*”, and the occurred effects (cognitive, behavioral, and emotional) as illustrated in Table 5 below:

Table 5: Pearson Correlation Coefficient to test the correlation relation between the students exposure to “*Sportive Hour*” TV program and the occurred effects of the melted message that were implied within the program (cognitive, behavioral, and emotional effects).

Effects	“ <i>Sportive Hour</i> ” TV program exposure
Emotional	0.319**
Behavioral	0.288**
Cognitive	0.133**

** Correlation is significant at the 0.001 level (2-tailed)

As denoted in Table 5, Positive associations were identified between the exposure to “*Sportive Hour*” TV program and the effects of the melted message within the program ($r = 0.319$, $p < 0.001$), and between the exposure to the TV program and the behavioral effect ($r = 0.288$, $p < 0.001$), also between the exposure to “*Sportive Hour*” TV program and the cognitive effect ($r = 0.133$, $p < 0.001$) This result consists with the findings of Zixuan [8], Television on Chinese college students which showed knowledge, attitude and behavior of the participants are relatively influenced easily by the American TV exposure. Although the strength of the relationship is weak to moderate in size since the Pearson coefficient ranged from 0.2 to 0.3. Thus, the first hypothesis is supported.

العدد الثاني عشر - ديسمبر 2016

H 2 proposed that, there is a correlation relation with a statistical significance between the level of experience of the liaison officer and the occurred effects of the melted message that were implied within the program (cognitive, behavioral, and emotional effects).

Table 6: Pearson Correlation Coefficient to test the correlation relation between the Liaison years of experience and the occurred effects of the melted message that were implied within the program (cognitive, behavioral, and emotional effects)

Liaison level of experience	The occurred effects
High	0.349**
Medium	0.227**
Low	0.58

** Correlation is significant at the 0.001 level (2-tailed)

The Pearson correlation was used to examine the assumed relation. The collected data from Table 6 indicted a very strong positive association between the liaison years of experience and the level of melted message(s) within the designated TV program.

Liaison officer with more years of experience showed to be more able to effect the respondents by his implied melted message(s) within the “*Sportive Hour*” TV program ($r = 0.349$, $p < 0.001$) followed by liaison with less years of experience($r = 0.227$, $p < 0.000$), and then liaison with low level of experience ($r = 0.58$, $p < 0.000$).

Conclusion

This study sets out to investigate a new effective theory was developed by the author regarding effecting the audiences un-effected audiences who either do not respond to a particular message(s) or do not show an interest in getting exposed to it. EDT proposes selective exposure to approach and affect the audiences via melting liaison messages in their favorite media materials. The study findings showed that more than half of the participants (58.6 percentages) are classified into the high level of exposure.

The study questions were examined and indicated more than half of the participants (57.2%) are classified into the high level of exposure. Yet participants’ utilitarian motives excelled in comparison with their ritualistic motives.

This result is consistent with most studies about media selective exposure. Marika, T. [5], suggests that watching TV for the purpose of social learning emerged as the most consistent predictor across the body image variables of the Australian adolescents. Vas Liliana[7], found a significant positive association between the information-seeking motive and the coping strategy of instrumental support. (Instrumental viewer is selective and purposive in watching TV content. Viewers are inclined for goal-directed gratifications such as information-seeking).

Positive associations were identified between the exposure to “*Sportive Hour*” TV program and the effects of the melted message within the program, and between the exposure

العدد الثاني عشر - ديسمبر 2016

to the TV program and the behavioral effect, also between the exposure to “*Sportive Hour*” TV program and the cognitive effect.

The Pearson correlation was used to examine the assumed relation between the liaison years of experience and the level of melted message(s) within “*SportiveHour*” program. The collected data indicted a very strong positive association. Liaison officer with more years of experience showed to be more able to effect the respondents by his implied melted message(s) within the “*Sportive Hour*” TV program, followed by liaison with less years of experience, and then liaison with low level of experience.

Eventually, *the Effervescent Disk Theory* is an idea came to the authors mind as a result of both observation and literatures review and surely it requires more efforts and investigations. By presenting this theory the study propose a new approach to the field of effective theories; it aims to evoke debates over the EDT in order to generalize its hypotheses.

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العدد الثاني عشر - ديسمبر 2016

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