Multimodal Analysis Image is the guide that will open your eyes to see how images work together with words to create powerful meanings.

Using this resource book, you will learn how to:
- understand how images and words work together
- read visual and linguistic texts critically
- analyse different texts using concepts and frameworks
- understand purpose and hidden meanings

You will learn how to read critically:
- Advertisements
- Movie posters
- Infographics
- Information reports
- Newspaper articles
- and other text types

This resource book is accompanied by the groundbreaking software Multimodal Analysis Image. Only available at www.multimodalanalysis.com

Understand how images and words work together
Learn how to read linguistic and visual texts critically
Wide variety of different text types
Sample tests and exercises

A publication by
Multimodal Analysis Company

Sabine Tan
Marissa K.L. E
& Kay L. O'Halloran

Resource Book with
Concepts, Frameworks & Examples
Foreword

The aim of this resource book and the accompanying software Multimodal Analysis Image is to introduce a systematic approach to the study of multimodal texts consisting of linguistic and visual elements. The objectives are to promote analytical and critical thinking and to address literacy requirements in an age of digital media.

Kay L. O’Halloran

Director, Multimodal Analysis Company
kay.ohalloran@multimodal-analysis.com
http://multimodal-analysis.com/

July 2012
Contents

INTRODUCTION
Overview i
Text-Types and Genres in the Resource Book i
Using Catalogs of System Choices for Multimodal Analysis ii
Organization of Resource Book iii

Chapter 1 — ADVERTISEMENTS
Description, Purpose and Language Features 1
Visual-Verbal Components, Organizational Structure and Functional Stages 2
Tasks and Learning Outcomes 3
Catalog of System Choices for the Multimodal Analysis of ADVERTISEMENTS 5
Advertisements - Example 17
Example Worksheet 18
Advertisements - Exercise 21
Exercise Worksheet 22

Chapter 2 — MOVIE POSTERS
Description, Purpose and Language Features 29
Visual-Verbal Components, Organizational Structure and Functional Stages 29
Tasks and Learning Outcomes 30
Catalog of System Choices for the Multimodal Analysis of MOVIE POSTERS 31
Movie Posters - Example 43
Example Worksheet 44
Movie Posters - Exercise 47
Exercise Worksheet 48

Chapter 3 — INFORMATION REPORTS
Description, Purpose and Language Features 55
Visual-Verbal Components, Organizational Structure and Functional Stages 56
Tasks and Learning Outcomes 57
Catalog of System Choices for the Multimodal Analysis of INFORMATION REPORTS 59
Information Reports - Example 73
Example Worksheet 74
Information Reports - Exercise 77
Exercise Worksheet 78

Chapter 4 — NEWS REPORTS
Description, Purpose and Language Features 85
Visual-Verbal Components, Organizational Structure and Functional Stages 86
Tasks and Learning Outcomes 87
Catalog of System Choices for the Multimodal Analysis of NEWS REPORTS 89
News Reports - Example 103
Example Worksheet 104
News Reports - Exercise 107
Exercise Worksheet 108
Chapter 5 — NEWS FEATURES
Description, Purpose and Language Features 115
Visual-Verbal Components, Organizational Structure and Functional Stages 116
Tasks and Learning Outcomes 117
Catalog of System Choices for the Multimodal Analysis of NEWS FEATURES 119
News Features - Example 134
Example Worksheet 136
News Features - Exercise 142
Exercise Worksheet 143

Chapter 6 — NEWS EDITORIALS
Description, Purpose and Language Features 151
Visual-Verbal Components, Organizational Structure and Functional Stages 152
Tasks and Learning Outcomes 154
Catalog of System Choices for the Multimodal Analysis of NEWS EDITORIALS 155
News Editorials - Example 169
Example Worksheet 170
News Editorials - Exercise 174
Exercise Worksheet 175

Chapter 7 — INFOGRAPHICS
Description, Purpose and Language Features 181
Visual-Verbal Components, Organizational Structure and Functional Stages 181
Tasks and Learning Outcomes 183
Catalog of System Choices for the Multimodal Analysis of INFOGRAPHICS 185
Infographics - Example 197
Example Worksheet 198
Infographics - Exercise 204
Exercise Worksheet 206

REFERENCES AND SUGGESTIONS FOR FURTHER READING 215

ACKNOWLEDGEMENTS 216
INTRODUCTION

Overview

Advancements in technology have necessitated literacy skills which go beyond traditional media. This resource book aims to address this need by providing teachers and students across various levels and abilities with resources to systematically approach new media texts with the objective of attaining the ability to read, view, and critically analyze a wide range of informational and functional text-types/genres from print and non-print sources that include visual components.

The resource book has been conceptualized to encourage guided as well as self-directed learning, with the aim to

- develop an understanding of the different types of informational and functional texts that students may encounter in everyday contexts;
- systematically identify the main features, structures, and ideas in a variety of different functional texts from print and non-print sources;
- plan, organize, summarize and synthesize the pertinent information;
- develop a critical understanding and appreciation of how visual and verbal elements work together to create an impact and achieve their respective purposes.

This resource book was developed with accompanying software Multimodal Analysis Image for studying how text and images interact to create meaning. However, the resource book can be used independently of the software for teaching and learning purposes.

Text-Types and Genres in the Resource Book

The purpose of informational text-types and genres is to inform, report, educate, persuade, or to impart ideas and opinions about a certain cause, issue or event. Informational and functional text-types and genres comprise written texts and images that present factual information about people, animals, things, places, events, or natural phenomena.

Informational text-types include expositions, which are persuasive texts that present an argument or make a claim for or against a certain point of view. The main purpose of expositions is to persuade the audience to share the projected point of view. The projected point of view is usually supported by concrete evidence to convince the reader of the validity of the claim or argument. Expositions can be presented in the form of text and/or image.

Informational and persuasive text-types/genres included in the resource book are

- Advertisements (advocacy advertisements, product advertisements)
- Movie Posters
- Information Reports (or factsheets)
- News Reports (event reports, sports news)
- News Features (special interest stories)
- News Editorials (opinion reports and commentaries)
- Infographics (charts and diagrams)
Different texts fulfill different aims and purposes. These aims and purposes will be expressed through a text’s organizational structure, its functional stages and properties, that is, the ways in which authors organize and present information to their readers. While some texts may draw on the same or similar elements to present their information, the different components may fulfill very different functions, depending on a particular text’s aims and purposes.

Using Catalogs of System Choices for Multimodal Analysis

Each time authors construct a multimodal text, they make selections from a catalog of distinctive choices – consciously or unconsciously – about how to assemble and present the information or ideas to their readers. Amongst the various choices that authors have to make, they must decide on the following:

- **Design Elements** – that is, the different visual-verbal components that make up the whole text. In other words, authors have to decide whether the information, concepts or ideas are to be represented in the form of visual images, such as photographs, or in the form of text (e.g. main text, headlines, sub-titles etc.), or both;

- **Organizational Structure and Functional Stages** – how to organize and structure the information on the page, and the different functions that should be fulfilled by each part;

- **Functional Properties** – in what form information, concepts or ideas should be presented to the reader (e.g. fact, opinion, persuasive argument etc.);

- **Elements Of Composition** – how the various components should be related to one another in space, and whether some elements should be more prominent than others;

- **Interpersonal Engagement** – the ways in which the reader engages or interacts with the whole page;

- **Elements Of Visual Attraction** – how certain elements attract our attention more than others;

- **Visual Reality** – elements that express how ‘real’ or how close to reality the depicted image is;

- **Typography** – the effect or impression that can be created with the choice of font or typeface;

- **Interpersonal Relations** – how the reader or viewer is expected to engage with and interact with the text/image;

- **Emotional Involvement** – what kind of feelings and emotions to create with the text/image;

- **Agency And Action** – the roles and relationships that are constructed for the depicted participants in the text and image; and the processes they are shown to be engaged in;

- **Visual-Verbal Relations** – whether the concepts and ideas conveyed by the visual and verbal elements should complement each other, or whether they should represent different concepts and ideas; and

- **Grammar At Text Level** – the language features that are used for specific purposes.
Through the systematic analysis of a variety of different informational and functional texts, students will gain an understanding of the ways visual and verbal elements work together to make meaning in a text. At the same time, students will learn how the selected system-choices can reveal how authors expect their audiences to engage with and react to the text and image.

**Organization of Resource Book**

The resource book is organized into chapters based on different text-types or genres of increasing complexity. Each chapter consists of the following components:

- introduction to the typical features and uses of a particular text-type or genre;
- comprehensive catalog of frameworks for analysis of the text-type or genre;
- analyzed example of the text-type or genre from real life contexts with accompanying worksheets for students and teachers, with suggested answers/solutions in the teacher edition;
- detailed exercise for analysis of the text-type or genre from real life contexts with accompanying worksheets for students and teachers, with suggested answers and solutions in the teacher edition.
CHAPTER 1

ADVERTISEMENTS

Description, Purpose and Language Features

- Advertisements are persuasive texts that sell a product or service, or promote an idea.

- Advertisements often aim to persuade and convince viewers of the benefits of a product, service or idea, with the intention that they buy it, subscribe to it, support or approve of it.

- Advertisements work by trying to persuade us that we lack something in our lives, or that we need a particular product or service.

- Common emotions and attitudes that are often targeted by advertisements are our desires for health, wealth, success, splendour, enjoyment and so forth.

- Another common approach is to highlight specific benefits of the product or service.

- Advertisements may suggest that if we buy a particular product or service, it will help us to be more successful in some area of our lives or increase our social standing.

- One of the most common persuasive techniques is to depict images of attractive, wealthy, or otherwise glamorous people, such as beautiful models with flawless skin, successful sportsmen or popular artistes (e.g. singers, actors, entertainers) who either use or endorse the product or service.

- Advertisements often use emotive words (superlative adjectives and adverbial groups) together with positive imagery to convince the audience of the effectiveness of the product or service (e.g. “visibly fairer”, “visibly brighter”, “most effectively”).

- Other persuasive advertising techniques may appeal to facts, such as statistics, scientific evidence, and testimonials to convince the audience of the superiority of the product or service, or the worthiness of a cause or idea.

- Advertisements may claim, for example, that a product is “50% more effective …”, “clinically or statistically proven”, or that switching off lights when leaving a room will help you to “save 10% in energy costs”, and so forth.

- We can distinguish between two types of advertisements: (a) product advertisements, and (b) advocacy (or issue) advertisements. Advocacy advertisements, unlike product advertisements, do not sell a product or service, but instead promote a particular idea, issue or cause. These types of advertisements tend to champion humanitarian and environmental causes, values and ideals. They may ask for donations or encourage readers to take action to support their cause.
Visual-Verbal Components, Organizational Structure and Functional Stages

- Advertisements are a mixed genre that draws on both visual and verbal elements.

- Effective advertisements will
  - have a strong centre of visual impact,
  - be relatively uncluttered, and
  - impart their message with a minimal number of words.

**Visual Elements:**

- Visual Elements are the components which are represented in the form of visual images, such as photographs, drawings, graphic art and so forth.

- Visual elements play a particularly important role in advertisements in conveying the advertising message and persuading the viewer.

- Advertisements usually comprise of
  - **Main Visual Display**, which is the largest and most prominent visual image;
  - **Focus of Attention**, which is the element that stands out most in the visual display;
  - **Logo**, which is a graphic representation of the company or organization; and
  - **Icons/Symbols** that represent an idea, a concept or entity (e.g. a stamp of approval, a flag etc.)

**Verbal Elements:**

- In addition, advertisements include verbal elements, such as a
  - **Headline**, which is the largest and visually most prominent text;
  - **Slogan**, which is a memorable phrase (e.g. “Just do it”);
  - **Brand Name**, which is the name of the advertised brand, which is sometimes identical to the name of the company (e.g. Apple, Nike);
  - **Product Name**, which is the name of the advertised product; and
  - **Main Text**, which is where the details and description of the product or idea are developed.

- Advertisements may also contain
  - **Graphic Text** in the form of letters or words that have been arranged in such a way to represent states, actions, or things (e.g. the letters of the word ‘elephant’ can be shaped and arranged in a way to resemble the skeleton of an elephant); and/or
  - **Visual Puns** that represent a concept or idea (e.g. plastic bottles swimming in the ocean that have been arranged in a particular way to resemble a school of fish to highlight the issue of pollution).

- Advertisements also often include a
  - **Call to Action**, which is a command to do something concrete (e.g. “Buy now”, “Sign up today”); and
  - **Call and Visit Invitation**, to encourage the reader to get further information (e.g. “Visit us on Facebook”, “Call 888 for more information”).
Tasks and Learning Outcomes

- Identify the main product, service or idea advertised.
- Identify the key visual-verbal elements that contribute towards the projected meaning.
- Systematically analyze, categorize and classify the visual-verbal elements on the basis of predefined catalogs and system choices.
- Explain and justify these classifications and categorizations.
- Recognize the emotional responses that are triggered by the visual display in the advertisement.
- Identify the choice of words that may trigger or emphasize these emotional responses.
- Identify the chief purpose and intent of the advertising message (e.g. to convince, persuade, take action etc.).
- Identify commonalities and differences in patterns across different advertisements.
- Make inferences by filling in the gaps in one’s understanding of the text/image by drawing on one’s own experience and personal knowledge.
- Present, justify and explain one’s own interpretation of an advertisement, so as to persuade the audience to accept one’s point of view.
Advertisements – Exercise

Advocacy Advertisement ‘Will Only Words Remain’
Section A: Overview

1. Can you infer from the advertisement what IFAW is and what it does? Use the table below to write in the system choices, observations and conclusions that will help you answer the above question. An example has been provided for you.

<table>
<thead>
<tr>
<th>System Choice</th>
<th>Observation</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logo</td>
<td>‘IFAW.org’</td>
<td>‘.org’ is normally found as part of the URL for an organization’s website on the internet (most probably a non-profit organization)</td>
</tr>
<tr>
<td>Advertisement Slogan</td>
<td>‘A Better World for Animals and People’ –</td>
<td>Animal extinction/endangerment</td>
</tr>
<tr>
<td>Main Visual Display</td>
<td><img src="image" alt="Image of stylized elephant and wildlife setting" /></td>
<td>Wildlife campaign</td>
</tr>
<tr>
<td>Main Text Call and Visit Information</td>
<td>‘Will only words remain? Time is running out! Visit IFAW.ORG’</td>
<td></td>
</tr>
</tbody>
</table>

IFAW is an organization that fights to prevent/stop the extinction or endangerment of animals.
Section B: Visual Analysis

Design Elements/Visual Elements

Teaching Point: Attention is motivated using visual elements

1. Identify the most outstanding visual element in this advertisement. Use both the terms Focus of Attention and Graphic Text to explain your answer.

   (1) The elephant is the **Focus of Attention** in this advertisement as it is placed almost in the centre and is relatively large in comparison to the rest of the other visual elements.

   (2) The elephant is formed out of **Graphic Text**, which is an unusual choice.

Design Elements/Verbal Elements

Teaching Point: Logos can be portrayed in different ways depending on context.

2. Identify the **Logo** in this advertisement. Do you think a Logo should be only image (e.g. like for Apple products) or can it also include text as in this advertisement? Explain your answer.

   (1) **Logos** which consist of only the image are typically iconic – people know what the image stands for the moment they see it. Such logos are usually for brands that have strong and established branding, for example, Apple.

   (2) The inclusion of text, as in this case, ‘IFAW’, normally occurs when an organization does not have a strong enough brand, as people cannot tell from the image alone which organization it stands for.

   *Students might point out that some brands use **Graphic Text** as a Logo instead of an image, ‘Google’ for example. This is acceptable and shows further thinking and application of background knowledge to the question.*

Elements of Composition/Arrangement in Space

Teaching Point: There is motivated order in space for an advertisement.

3. a) Let us examine how space is used in the advertisement. Use the box below and mark with an ‘X’ the place in the advertisement which first captures your attention. From the ‘X’, draw an arrow to indicate the next place your attention is drawn to. Do this until you reach the part of the advertisement which indicates the **Logo** and **Slogan**.
b) What you have just mapped out above is known as a ‘reading path’. From your mapping of the ‘reading path’ in part (a) above, where is information concentrated in this advertisement?

Information is concentrated at the centre and bottom of this advertisement.

c) In the table below, following your ‘reading path’, write down your reasons for why your attention is drawn from one place in the advertisement to another. As an example, the first place in the ‘reading path’ has been done for you.

<table>
<thead>
<tr>
<th>Place of Attention</th>
<th>Reason</th>
</tr>
</thead>
</table>
| 1st | Figure of Elephant | • Focus of Attention  
| | | • Graphic Text  
| | | • Almost centre  
| | | • Big  
| | | • Focused image |
| 2nd | Reflection of Elephant | • Repetition of previous image |
| 3rd | Main Text + Call and Visit Information | • Layered on top of the elephant’s reflection in the water  
| | | • In CAPITAL letters and in bold |
| 4th | Logo + Slogan | • Left to right reading path is most natural for English text (movement from 3rd to 4th places in the reading path)  
| | | • Both the 3rd and 4th places in the reading path share a common translucent black underlay which is separated by a thin line in between – this similarity motivates the viewer to see them as one following the other  
| | | • It is appropriate for the logo and the slogan to finish off the reading path as this is the information that is meant to remain with the viewer. |
Section C: Language

Grammar at Text Level/Presenting Information

→ Teaching Point: Information can be presented using different sentence structures.

1. Study the Main Text of this advertisement and fill in the table below using system choices available for the sub-catalog ‘Presenting Information’. An example has been provided for you.

<table>
<thead>
<tr>
<th>Observation</th>
<th>System Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Will only words remain?”</td>
<td>Question</td>
</tr>
<tr>
<td>“Time is running out!”</td>
<td>Statement</td>
</tr>
</tbody>
</table>
|                              | *Students might further refine this by calling it an Exclamation because of punctuation ‘!’.
| “Visit IFAW.ORG”             | Command                        |

Section D: Visual-Verbal Relations

Visual-Verbal Relations

→ Teaching Point: Visual and verbal elements are inter-related and can function to complement each other.

1. Look at the text “Will only words remain?”. How is this particular piece of text similar to the image of the elephant in the advertisement?

   (1) The elephant is formed with letters which form a word = ‘words’.
   
   (2) This stylized version of the elephant makes it look skeletal, signifying impending death = ‘remain’.

2. From your answer in the above question, what do you think the image of the elephant symbolizes?

   The image of the elephant symbolizes extinction and endangerment.
Section E: Further Work and Discussion

Interpersonal

The image of the elephant is central to this advertisement, so let’s examine how it is portrayed.

1. Using system choices available from the following sub-catalogs
   a. Interpersonal
   b. Emotional Involvement
   c. Agency & Action

   write a 50 - 80 word description of how the elephant is portrayed in this advertisement and then explain your reaction to this portrayal.

   (1) The image of the elephant does not use gaze to engage with us (Indirect Visual Address). It is positioned at Eye-level and Medium-Shot distance.

   (2) These choices mean that we tend to engage with the elephant as an observer (rather than as someone who is involved in the scene).

   (3) The elephant stands stationary, reinforcing its character as a static object for observation.

   (4) We feel sad (Negative Emotion) because such a magnificent animal has been reduced to such a skeletal form.

2. Why do you think a digital graphic of an elephant (rather than a photograph or drawing of a real elephant) is used?

   (1) The elephant is symbolic of the concepts of extinction and endangerment.

   (2) The advertisement is not only about elephants per se but also about the concepts of extinction and endangerment.

3. a) Look at the background behind the image of the elephant in this advertisement. Such a scene is typical of a particular time of the day. Which time of the day do you think it is? Explain your answer.

   (1) It is sunset.

   (2) Colours are varying shades of orange.
b) Why do you think this image of the elephant is portrayed against this type of background?

Sunset is symbolic of decline and the end of an era.

Section F: Application to Real-Life Situations

Students could work together in groups to produce a newsletter to educate the general public about endangered species and why it is important to preserve these species.