

Multimodal expositions – understanding persuasive multimodal genres

Teaching critical multiliteracy has implications regarding teacher understanding and knowledge of multimodal texts. This session will add to participants knowledge about multimodal persuasive texts to assist teaching about such genres and the development of student critical literacy practices.

This presentation will share aspects of case study research conducted in two Year 6 classrooms that used multimodal persuasive texts to teach English. Systemic Functional Linguistics - particularly Genre theory (Martin, 1989), Attitude (Marin & White, 2005) and Orienting (Doran et al., 2026) – multimodal approaches including social semiotics (Kress and van Leeuwen, 2021; Painter et al., 2013; Economou, 2008; Caple, 2013) and visual rhetoric theories (Kramer, 2018; Messaris, 1997) are used to expand understanding of prototypical and non-prototypical persuasive texts and the meaning making potential of their language and image components.

This session will explain how Genre theory and multimodal analysis combined with visual rhetoric was used to name multimodal exposition genres and describe the structural, linguistic and imagic resources that realise these genres. Using examples of advertisements typical of those used in upper primary classrooms, this session will help expand the understanding of teachers and researchers about the persuasive meaning making potential of these texts. How teachers can explicitly teach their students about the features of these multimodal persuasive texts to aid critical multiliteracy will be included.