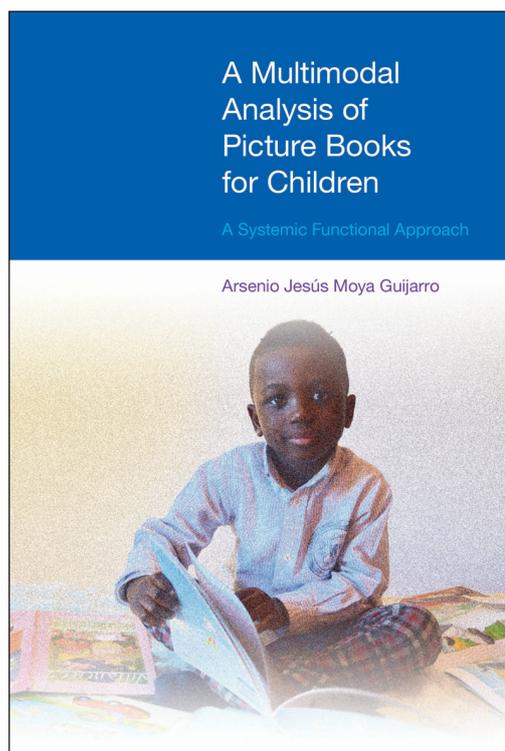


# A Multimodal Analysis of Picture Books for Children



## A Systemic Functional Approach

**Arsenio Jesús Moya Guijarro**



*A Multimodal Analysis of Picture Books for Children* goes beyond the relationship between the representation of reality and language alone. Instead, it analyses the intersemiosis between verbal and visual elements in a sample of nine picture books. This book takes the most relevant systemic-functional and visual social semiotic theories a step further than previous studies and applies them to the genre of children's tales. Within the frameworks of Halliday's Systemic Functional Linguistics and Kress and van Leeuwen's Visual Social Semiotics, this book identifies the verbal and visual strategies available to the writer and illustrator to convey representational meanings, to set up interpersonal relationships within the tale itself, as well as external relationships between writer and reader, and to create coherent tales. This is achieved by analysing and identifying the ideational, interpersonal and textual choices available to the writer to make meaning in picture books, and comparing them with the corresponding representational, interactive and compositional choices made by the illustrator. The analysis reveals how the verbal and visual modalities contribute to each other's meaning and makes the potential of combining verbal and non-verbal language in picture books evident.

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Arsenio Jesús Moya Guijarro. (2014) *A multimodal analysis of picture books for children: A Systemic Functional approach*. Sheffield: Equinox. ISBN 978 1 908049 78 0, xii + 301 pp. Reviewed by Peipei Jia (China University of Mining & Technology, Beijing). The book's range extends beyond the exploration of the creation of reality, interaction and textuality in language. Not only is there an exploration of the roles that language and images play, both by themselves and through their interaction (Jia & Zhang 2014: 342), but there is also an analysis of nine picture books intended for children at different stages of cognitive development to exemplify the three metafunctions in Systemic Functional Grammar (henceforth SFG) and their counterparts in Visual.