



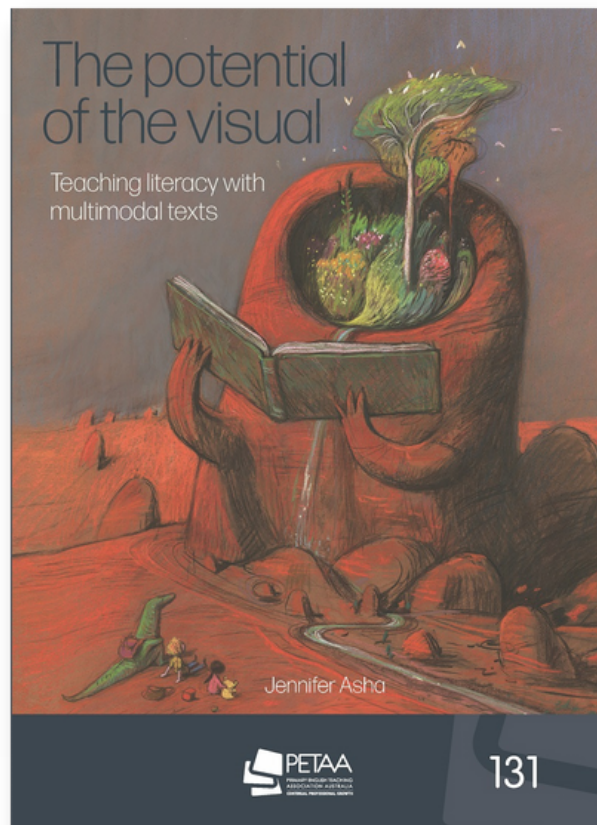
PETAA
PRIMARY ENGLISH TEACHING
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NEW TITLE
INFORMATION
November 2022

The potential of the visual: Teaching literacy with multimodal texts

Jennifer Asha

Images can tell stories, convey information and persuade viewers in complex and sophisticated ways. To be literate is about more than being able to read printed text; it is also about closely viewing, deeply understanding, meaningfully engaging with and critically responding to visual texts. *The potential of the visual: Teaching literacy with multimodal texts* gives teachers the knowledge they need to teach their students to become active, aware and critical viewers.



Cover illustration by Shaun Tan

Chapter 1 Introduction: Why this book?

PART 1

Chapter 2 Viewing and visual literacy

Chapter 3 Using metalanguage to describe image-text interrelationships

Chapter 4 Teaching and assessing viewing: A pedagogical framework

PART 2

Chapter 5 Introduction to Part 2

Chapter 6 Foundation lessons

Chapter 7 Year 1/2 lessons

Chapter 8 Year 3/4 lessons

Chapter 9 Year 5/6 lessons

Chapter 10 Planning for viewing lessons

Part 1 of the book outlines the theoretical knowledge that teachers need to teach viewing as an integral part of teaching literacy. It puts forward a pedagogical framework for teaching literacy in our visually rich environment. **Part 2** uses a variety of high-quality multimodal texts – picture books, advertisements and videos – to demonstrate the teaching of viewing in authentic contexts.

Print Paperback: RRP \$39.95 — Member price \$25.95

ePub: RRP \$29.95 — Member Price \$19.45

ISBN 978-1-925132-71-7 (print)

ISBN 978-1-925132-72-4 (digital)



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