

**A MULTIMODAL DISCOURSE ANALYSIS OF SELECTED NEW START
NETWORK HIV/AIDS PREVENTION CAMPAIGN TEXTS IN ZAMBIA**

BY

HILLIA CHALIBONENA

**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements of the Degree of Master of Arts in Linguistic Science**

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LUSAKA

2016

DECLARATION

I **Hillia Chalibonena** declare that this dissertation titled *A Multimodal Discourse Analysis of Selected New Start Network HIV/AIDS Prevention Campaign Texts in Zambia*:

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APPROVAL

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ABSTRACT

Significant efforts have been made to fight HIV/AIDS epidemic using multimodal semiotic modes of communication such as billboards, posters and brochures carrying HIV/AIDS and other health related education messages. However, it is unclear as to how the packagings of these HIV/AIDS prevention messages contribute to the interpretation of meaning by the target group. Therefore, this study explores the multimodal nature of selected *New Start Network* HIV/AIDS prevention and awareness campaign texts in Zambia. The study sought to establish how the use of both graphic and visual images influences the interpretation of messages by the target audience. This study was conducted in Lusaka's Kalingalinga and Kabwata area from a sample of 26 respondents and 30 HIV/AIDS texts which were selected purposively.

The study used focus group discussions, semi-structured interviews and photographs as methods of data collection. An exploratory research design was used to guide the process of data collection and analysis. During the process of data collection, HIV/AIDS educational messages were exposed to the respondents in order for them to interpret the intended meaning of the messages. Thereafter, data were subjected to analysis. The analysis was guided by Text-Based Multimodal Discourse Analysis.

The study established that some graphics and visual images in HIV/AIDS prevention texts are coherently organised, while others are not. It also revealed that the communicative value and relationship between the graphics and visuals are subsumed in the complementary arrangement of various design features utilised by designers of messages within a text. Intentions of the producers are evidenced in messages that include those of instructing, advising, encouraging, warning and informing the target audience. The target audience rely on design features of a text to decode meanings. The study concludes that, coherent and complementary multimodal nature of texts enhances interpretation of meaning. The study suggests that HIV/AIDS prevention and awareness campaigns can only be meaningful and yield fruitful interpretations in the reduction of HIV/AIDS infection rates if only the designers of messages reconsider issues of consistence, compatibility and appropriate use of language as they construct messages that suit the literacy levels of the target audience as well as culturally acceptable. Notably, the interpretation of messages by target groups could be enhanced further if HIV/AIDS messages are designed and packaged in a more clearly and effectively manner. Therefore, the study recommends more creativity when designing and packaging of messages. Further research is needed on a social and historical significance of multimodal texts in society in order to help develop multimodality as a mature scholarly discipline in Zambia and world over.

Key words: HIV/AIDS prevention campaign texts, New Start Network, Zambia, Multimodality, Multimodal Discourse Analysis, Systemic Functional Linguistics and Multimodal semiotic.

DEDICATION

This work is dedicated to my family and friends for their unwavering support.

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LIST OF ABBREVIATIONS/ACRONYMS

ABC	Abstinence, being faithful to one sexual partner and consistent condom use
AHF	AIDS Health Care Foundation-Zambia
ARVs	Anti-Retro Viral Drugs
DHS	Demographic Health Survey
FGD	Focus group discussion
GARPR	Global AIDS response progress reporting
GBV	Gender-based violence
GRZ	Government of the Republic of Zambia
HCT	HIV counselling and testing
HIV/AIDS	Human Immune-Deficiency Virus/Acquired Immune Deficiency Syndrome
MC	Male Circumcision
MDA	Multimodal Discourse Analysis
MDGs	Millennium development goals
MOH	Ministry of Health
NAC	National HIV/AIDS /STIs/TB Council
NASF	National AIDS Strategic Framework
PEPFAR	President's emergency plan for AIDS relief
P-FGD	Participant (s) in focus group discussion

PLWHA	People living with HIV/AIDS
PSI	Population Service International
P-SSI	Participant (s) in semi-structured interview
SFH/Z	Society for Family Healthy/Zambia
SFL	Systemic Functional Linguistics
SF-MDA	Systemic functional multimodal discourse analysis
TB-MDA	Text based multimodal discourse analysis
USAID	United states agency for international development
USAIDS	Joint United Programme on HIV/AIDS
VCT	Voluntary counselling and testing
VMMC	Voluntary Medical Male Circumcision
W H O	World Health Organisation
YCWA	Young Christian Women Association
ZBCA	Zambia behaviour change advocacy

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0. Introduction

This chapter introduces the study: *A Multimodal Discourse Analysis of Selected New Start Network HIV/AIDS Prevention Campaign Texts in Zambia*. The onset of HIV/AIDS has seen an emergence of new communication strategies in the fight against the pandemic. Among such strategies is the use of billboards, posters, brochures and so on. These are meant to communicate HIV/AIDS prevention and awareness messages to the Zambian community and indeed, the world over (*Society for Family Health (SFH)/ Zambia strategic plan 2006-2011*). Therefore, this chapter presents a background that generated the need to conduct this research. The chapter introduces the study in general by providing a brief account of the background to HIV/AIDS prevention awareness campaign in Zambia. The statement of the problem, aim, objectives, and significance of the study, operational definition of terms, scope, and a section on the organisation of the dissertation are also presented, followed by the summary of the chapter.

1.1. Background to HIV/AIDS prevention awareness campaigns in Zambia

Zambia is located in Sub-Saharan Africa where the HIV/ AIDS pandemic is said to be high (*SFH/Zambia Strategic Plan, 2006-2011*). Consequently, National HIV/AIDS/STIs/TB Council (NAC) (2014: 10) reports that “more than one in every seven adults in the country are living with HIV and life expectancy at birth has fallen to just below 49.4 years”. Unlike in some countries in the world, HIV in Zambia does not primarily affect the most underprivileged; instead, it also affects the privileged ones. For example, HIV infection rates are very high even among wealth people and the better educated. This is according to World Health Organisation (WHO), (2001) who also observe that the first case of HIV/AIDS in Zambia was recorded in 1984. Since then the Zambian community has experienced an increase in the number of people infected with HIV/AIDS with the percentage range of 12.5% to 14.5%. However, the government of the republic of Zambia was silent and secretive on disseminating HIV/AIDS information until such a time when the virus spread with a number of infected people increasing to 20% among adults. These horrifying figures led to the establishment of a National AIDS Advisory Council which was founded by WHO in

2002. In the same year, the Zambian Parliament passed a bill that made the National HIV/AIDS/STD/TB Council (NAC) a legally established body. NAC then, became an institution that was responsible for action of the government and society in the battle against HIV/AIDS. The fight against HIV/AIDS became imperative and NAC became the single, high-level institution responsible for coordinating the actions of all segments of government and society in the fight against HIV and AIDS. Additionally, NAC is in charge of guiding the implementation of the National HIV and AIDS Strategic Framework (2006-2010). This development saw the emergence of new communication strategies in fighting the pandemic.

Among the developed communication strategies was the use of billboards, posters, brochures, and so on, to communicate HIV/AIDS messages to the Zambian community (*SFH/Zambia Strategic Plan, 2006-2011*). In fact, when HIV and AIDS prevalence was disclosed in Zambia, the country began to carry out aggressive preventive campaigns consisting awareness-raising messages against AIDS. Awareness-raising is a broad and vague term yet one that is almost intuitively understood in many societies and culture. To raise awareness of something whether good, or bad or indifferent (for example, issue of HIV/AIDS), is to promote its visibility and standing within a community or society. In addition, it is to inform and educate people about a topic or issue with the intention of influencing their attitudes, and beliefs towards the achievement of a defined purpose or goal (Sayers, 2006). Much of the early campaign involved pamphlets and posters that warned of the dangers of HIV/AIDS and promoted abstinence before marriage, for example: "*Sex thrills, but AIDS kills*". However, the HIV/AIDS infection rates are still on the rise prompting the government of the Republic of Zambia to network with other organs ready to curb the pandemic. These organs include non-governmental organizations. In the GARPR Zambia Country Report 2013, NAC (2014) indicates that, to achieve a reduction in new rates of HIV infection, "prevention interventions were implemented across the country by many implementing partners with support and leadership of the Ministry of Health and National HIV/AIDS/STI/TB Council" (NAC, 2014).

Suffice to say, the efforts to communicate the HIV/ AIDS awareness messages were carried out mainly by the government of the Republic of Zambia in partnership with a not-for-profit Zambian trust known as *Society for Family Health (SFH)*. Since the year 2002, *SFH* has developed and promoted the *New Start network* of Voluntary Counselling and Testing for HIV (VCT) services

including the stand-alone VCT centres as well as Mobile Clinics. *New Start Network*, therefore, has acted as the communicating body in the dissemination of HIV/ AIDS prevention messages, among others. These prevention messages have been communicated via many modes of communication. These include radio, television, brochures, advertisements, community based dramatisation, anti-AIDS posters and billboards. However, what is not known is how these graphic and multimodal texts are packaged to facilitate correct or appropriate interpretation of the messages by the target group. This was also noted by Kamanga (2005:1), who observed that, from about 1985 to the late 1990s, anti-AIDS posters were quite a common sight in Zambia's public places such as health centres, transport terminals, libraries and recreation places. However, it was not clear whether these posters and their accompanying semiotics effectively communicated the intended message to the target audience, and whether the audience took this message seriously. It follows, therefore, that this study seeks to determine the role played by text design in communicating meaning in *New Start network* HIV/AIDS prevention awareness campaign messages in Zambia.

1.2. The contextual background of the study: *Society for Family Health's New Start Network and Campaigns*

As pointed out above, the *New Start network* was designed by *Society for Family Health*, (a registered not-for-profit Zambian trust in conjunction with the Pharmaceutical Society of Zambia) for channelling health messages, focusing on HIV/AIDS among others. This society is both a Zambian organisation and an affiliate of Population Service International (PSI), an international marketing organization, established in 1992. Therefore, *New Start network* is said to serve and uphold the objectives and values of *Society for Family Health (SFH)*, its mother body (*SFH/Zambia Strategic Plan, 2006-2011*).

Society for Family Health's main objective (mission statement) is to empower low income and vulnerable Zambians to lead healthier lives in line with the government of Zambia's health priorities through social marketing: working with both the private and public sectors to ensure access to quality, affordable health products and services. *SFH* makes six products to address HIV/AIDS, malaria, reproductive health and water borne diseases. These products include: Maximum condoms, Maximum scented condoms, Care female condoms, Safe plan Oral

Contraceptives, Mama Safenite, Insecticide-treated mosquito nets and Chlorine home water treatment. Therefore, the *New Start network* campaign modes carry messages related among others to these products (*SFH/Zambia, Strategic plan, 2006-2011*). However, this study is concerned with HIV/AIDS prevention awareness campaign messages communicated to the Zambian community through the values of *SFH*.

Among the values of *SFH* is innovation with respect to their activities. Thus, the organisation strives to apply innovative technical, logistical and communicative solutions to preeminent health challenges in Zambia. One of Zambia's health challenges is HIV/AIDS which has also become one of the concerns of health service providers. Therefore, in order to ensure that service providers consistently meet service delivery standards, products and services such as family planning and Sexually Transmitted Infections (STI) services are integrated into *New Start network*. The network disseminates among others, HIV/AIDS campaign messages targeting the groups at high risk. These groups at high risk include the youths, women, men and adults from age range 15-49 years who are assumed to receive those messages. The messages are aimed at fostering behaviour change, making condom use as a normal part of life for avoidance of contracting the HIV/ AIDS virus (*SFH/Zambia, Strategic Plan, 2006-2011*).

Besides, the best way of preventing a pandemic is through education or through knowledge dissemination about a given pandemic. Therefore, the activities of Society for Family Health, through its *New Start network* and HIV/AIDS prevention campaign messages is a very important initiative to the prevention of HIV/AIDS pandemic. Besides, *SFH* activities complement the goals and priorities of the Government of the Republic of Zambia (GRZ), as well as other Non-Governmental Organisations (NGOs) working to curtail the spread of HIV in the country. However, UNAID (1999) observes that despite the awareness messages about HIV/AIDS, and the measures which are put in place to prevent the spread of the deadly virus, communities continue to witness an increase in the number of people getting infected and affected with HIV/AIDS. It is for this reason that a study to establish the significance of packaging HIV/AIDS educational materials and their communicative value to the target audience has been designed.

1.3. Statement of the problem

Despite many HIV/AIDS prevention, awareness campaigns conducted in Zambia, using inter-semiotic modes of information dissemination such as billboards, brochures, and posters as part of HIV/AIDS education campaign package, the infection rates are still on the rise (Kamanga, 2005; Mbozi, 1996; Nachela, 2012). In addition, the recent National AIDS Zambia Country Report (2014:9) indicates that as at December 2013, the number of children and adults currently receiving antiretroviral therapy in accordance with the nationally approved treatment protocol were “580,118 out of 708,460 estimated to have been living with HIV (81.9%),” which was a very worrisome situation. There is no doubt, therefore, that despite the use of inter-semiotic modes of information dissemination such as through billboards, brochures, posters as part of HIV/AIDS awareness campaign package, the infection rate of HIV has continued to rise. The packaging and interpretation of HIV/AIDS awareness messages is very important in addressing the spread as well as managing the spread of the HIV pandemic. Therefore, it becomes important to explore how the target audience appreciate the packaging and interpretation of such messages. Thus, it is unknown as to whether the use of multimodal semiotics enhances or hampers the communicability of the intended messages to the target audience who are to act upon those messages as intended by the sender.

1.4. Aim and objectives of the study

The main aim of the study was to analyse the interaction between textual and visual information in *New Start Network* HIV/AIDS prevention campaign texts. The intention was to establish the communicative value of having both the visual and graphic information in enhancing the interpretation of meaning by target groups. The specific objectives of the study were:

- (i) To establish how the graphic and visual semiotic are organised in *New Start network* HIV/AIDS prevention awareness campaign texts.
- (ii) To establish the communicative value and relationship between textual and visual materials contained in HIV/AIDS prevention awareness texts.
- (iii) To ascertain the intentions of the senders of the message as they use both the visual and graphics in disseminating messages to intended audience.

- (iv) To establish how the target groups decode the HIV/AIDS campaign messages as disseminated by (*New Start network*) the sender.

1.5. Research Questions

The study attempted to answer the following research questions in relation to the above outlined objectives:

- (i) How are the graphic and visual semiotics organised in *New Start network* HIV/AIDS prevention campaign texts?
- (ii) What kind of communicative relations are created between textual and visual materials in meaning-making when decoding HIV/AIDS prevention campaign messages?
- (iii) What are the intentions of the sender of messages when they use both graphics and visuals in disseminating HIV/AIDS prevention campaign texts to target groups?
- (iv) How do the target groups deduce the meaning of HIV/AIDS campaign messages disseminated by *New Start network*?

1.6. Significance of the study

HIV/AIDS awareness communication plays an important role in the process of changing human behaviour. Human behaviour change may promote positive change in social practices thereby reduce HIV/AIDS societal vulnerability. Therefore, the study provides valuable data on the kind of texts produced for HIV/AIDS prevention campaigns. It may be of benefit to communication policy makers and producers of HIV/AIDS awareness campaign messages. Thus, it provides tangible information to help stake holders in the fight against HIV/AIDS. It may help policy makers to make reliable policies. As for the producers, it may help them to repack the information for fruitful interpretation of the messages by target groups. The study also adds more literature on multimodal studies in Zambia.

1.7. Operational definition of terms

Mode: refers to resources for meaning-making such as texts, images and speeches and so on. All modes make meanings differently, and the meanings made are not always available to, or understood by all readers.

Medium: is the vehicle through which a mode is realised, included on the list among others are: news papers, billboards, brochures, radio, television, posters and many more. Thus, media are shaped and organised into a range of modes or meaning-making systems in order to articulate the meaning demanded by the social requirements of different communities.

Multimodality: is the combined use of two or more modes in one communicative event. **Modality:** refers to the term used for a cluster of meanings centred on notions of necessity and possibility; what must be or what merely might be.

Semiotics: refers to study of meaning-making systems.

Text: refers to any passage of coherent language. According to Fairclough (1992:136) “Any text can be regarded as interweaving ‘ideational,’ ‘interpersonal’ and ‘textual meanings’”.

Intertextuality: refers to the presence of actual elements of other texts within a text or how the meaning of one text is continually shaped by other texts.

HIV/AIDS: acronyms referring to Human Immunodeficiency Virus-a retrovirus that damages the human immune system by permitting opportunistic infections to cause eventually fatal diseases. It is the causative agent for AIDS, which is Acquired Immune Deficiency Syndrome- the last and severe stage of the clinical spectrum of HIV- related diseases.

New Start network: refers to communication network developed by Society for Family Health (SFH) and is meant for people to access HIV/AIDS services such as VCT and other related HIV/AIDS health campaigns messages and materials based on local evidence and international experiences.

HIV/AIDS Prevention campaign messages: educational information meant for people to be aware of the realities of HIV/AIDS so as for them to be careful not to fall prey to the epidemic.

1.8. Scope of the study

The study was primarily conducted from the two sites in Lusaka district, namely, Kalingalinga and Kabwata. This was fundamental as it captured different types of respondents necessary for the study. Besides, the study collected data from print and visual sources such as billboards, brochures and posters which were later on exposed to the respondents in order to address the set objectives.

This study focused on multimodal texts which included graphic and visual semiotics modes. Only billboards, brochures, and posters carrying HIV/AIDS awareness campaign messages disseminated by *New Start network* were analysed. This means that HIV/AIDS campaign messages disseminated through the radio and television were not included. Taking the lead from those within Systemic Functional Linguistics (SFL) and text linguistics (cf. Martin & Rose, 2004; Eggins, 2004; Kress & van Leeuwen, 1996/2006), the study adequately utilised text-based and multimodal approach. The study also used such techniques as those found in exploratory research which include focus group discussions (FGDs) and interviews. These techniques were necessary in order to establish the decoding of the HIV/AIDS campaign messages by the target group (selected youths and adults) as was deemed necessary for the objectives set to explore the phenomenon.

The exploratory research involves a literature search or conducting focus group interviews. Exploration of a phenomenon helps the researcher's better understanding since it is broad in focus by extending paradigms. Besides, simply stated, paradigms are ways in which people view the world or make interpretations of their situations. Maguire (1987:1) observes that paradigms are extremely important to human existence because they determine "perceptions and practices within disciplines". Therefore, the incorporated paradigm in the text-based analysis helped to determine the insight of the target group on deducing HIV/AIDS campaign messages.

1.9. Organisation of the dissertation

Chapter 1: Introduction and Back ground to the Study

This chapter gives an overview of the study. This includes the introduction, background to HIV/AIDS prevention awareness campaign in Zambia. The chapter also provides information that situates the study by providing a brief background to Society for Family Health's *New Start Network* and Campaigns. The statement of the problem, aim and objectives of the study, research questions, and significance of the study, operational definition of terms, and scope, limits and limitation of the study have also been presented. The chapter ends with a general outline of the dissertation.

Chapter 2: Literature Review

This chapter presents a review of literature on the selected communication-related studies conducted in and outside Zambia on HIV/AIDS. It examines studies that are considered relevant to situating the study. These studies among others include those that have attempted to use multimodal discourse analysis studies.

Chapter 3: Theoretical and analytical framework

This is an extension of chapter two; the chapter provides explanations of the theoretical and analytical frameworks used for the purpose of this study. Focus is on Systemic Functional Linguistics (SFL), as the study's theoretical framework. In addition, the study combines text-based (TB) and multimodal discourse analysis (MDA) as the analytical frameworks of the study. In other words, this study employs systemic functional multimodal discourse analysis (SF-MDA) to analyse the data.

Chapter 4: Research design and methodology

The chapter focuses on the methodology employed in this study. It presents the research design, study area and sample size, sampling techniques, data collection instruments, data collection and analysis procedures. Thus, the chapter provides details of research approach used in the study and information on collection and analysis of data for the entire research.

Chapter 5: Intersemiosis in HIV/AIDS multimodal prevention messages

The chapter is concerned with presentation and discussion of research findings on the interaction between textual and visual information in HIV/AIDS prevention and awareness campaign texts. The chapter focuses on the organisation of graphic and visual semiotic material in HIV/AIDS prevention texts in meaning-making. The texts are produced by various stake holders, but disseminated by Society for family health's *New Start HIV/AIDS communication network*, as such, the study in particular shows how various producers of messages package information on communication modes such as billboards, brochures and posters.

Chapter 6: Textual-Visual relations and their communicative value

This chapter focuses on the communicative significance and text-visual relations created within the main multimodal texts during meaning-making processes. By examining how the producers use multiple modes to construct meaning to enhance interpretation of meaning by the target group, the chapter shows how target groups arrive at meanings by making logical relations of the elements within a given text. The chapter further demonstrate how producers use both linguistic and non-linguistic resources within their reach to communicate issues surrounding HIV prevention to their audiences.

Chapter 7: Sender's intentions versus the audience and their interpretation of HIV/AIDS educational multimodal texts

This chapter ascertains the intentions of the senders of HIV/AIDS messages as they use both graphic and visual semiotic material in disseminating messages to intended audience. The chapter also focuses on how the target group, audience or readers decode HIV/AIDS educational messages exposed to them. The chapter is dealt with in two parts.

Chapter 8: Conclusion and recommendations of the study

The eighth and last chapter presents the conclusion and recommendations of the study. In other words, it concludes the entire study by reviewing the aim, objectives and research questions that the study set out to answer.

1.10. Summary of chapter

This Chapter has introduced the study by providing a brief background to HIV/AIDS prevention awareness campaigns in Zambia. It has also provided the context in which the study has been conceived. The chapter has also presented the aim of the study, the objectives and the research questions that guide the study. It has also provided the statement of the problem, the significance of the study, and scope of the study'. The chapter has also outlined the general organisation of the dissertation. The chapter that follows presents a review of selected scholarly literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents a review of literature on the selected language and communication-related studies conducted in and outside Zambia on HIV/AIDS. It examines studies that are considered relevant to situating the present study. These studies, among others, include those that have attempted to use multimodal discourse analysis. From the outset, it has to be pointed out that there are very few studies dealing with this subject matter.

2.1. Selected communication-related studies conducted in Zambia on HIV/AIDS

Existing literature reveal that, although the prospects for attaining Millennium Development Goals (MDGs) are perceived to improve, HIV and AIDS remain a significant threat in Zambia. For example, in a GARPR Zambia Country Report-2013, National HIV/AIDS/STIs/TB Council (NAC), (2014) reports that “adult HIV prevalence peaked in the 1990s, and was estimated at 14.3% in 2007 in the then last Demographic and Health Study (DHS) with prevalence in women higher than in men (16.1% compared to 12.3%)”. Whatever the case, one of Zambia’s articulated four national priorities for the multi-sectoral HIV and AIDS response is prevention. That is, to accelerate and intensify prevention in order to reduce the annual rate of new HIV infections with special attention to addressing the root causes that sustain high levels of societal vulnerability. However, the latest spectrum estimate for adult HIV/AIDS prevalence in 2013 was 12.62% (NAC, 2014).

In a study carried out by Mbozi (1996) anti-AIDS billboards were analysed. Mbozi’s study was conducted in Lusaka, Ndola, and Kitwe and had a sample size of 531 secondary schools, colleges and University students as respondents. Out of those students, 360 were assigned to visit 36 billboards in groups of 10 students per billboard. The study focused on establishing the students’ knowledge, attitudes and behavioural intentions about HIV/AIDS. It was also meant to gather their perceptions about the role and effectiveness of anti-AIDS billboards in improving knowledge and attitudes about various aspects of epidemic. Mbozi concluded that ultimately the impact of the billboards in the three cities where the research was carried out was found to be generally

insignificant. The lack of impact of the billboards was partially attributed to inappropriately and poorly design messages. Mbozi (1996:1V) argues that, with regards to billboard, the results of the study suggested that the students generally appreciated the need to use these media as means of communicating information on HIV/AIDS. “However, it would appear that the generally poor designs, inappropriate messages and inaccessible locations tend to affect the students’ exposure and attention to read, and retention of the billboard messages.” The researcher contends that the three factors (design, appropriate messages and accessibility) are the major determinants of effectiveness of any billboard on knowledge, attitude and behavioural change (Mbozi, 1996).

Mbozi’s study therefore, is of great value to the current study because it provides a hypothesis on poor designs, inappropriate messages and inaccessible locations of billboards as contributing factors to the target audience’s failure to grasp the message for behavioural change. Mbozi’s study slightly differs from the current one because it dwelt much on the actual impact of anti-AIDS billboards. Considering them as means of enhancing knowledge and cultivation of safe sex attitudes visa-vis HIV/AIDS, for which they are intended. The study was both qualitative and quantitative in nature. The current study is purely qualitative, and pays much attention to the packaging of multimodal HIV/AIDS information in relation to enhancing interpretation of messages by the target audience. Nevertheless, Mbozi’s (1996) work renders the current one, a worth undertaking study. The current study among others is also designed to establish the worth of HIV/AIDS education materials such as semiotic modes of communicating HIV/AIDS messages. It examines how they are organised or packaged in order to effectively communicate the intended messages to the intended target audience. Data from Mbozi’s study may be proved or disproved by the current study. The results of the current study are of value to advise the producers of prevention campaign messages to repackage them for the betterment of yielding intended results.

Moreover, Kamanga (2005) also conducted a similar but linguistic study using language and gender perspective. He examined whether or not gender biases existed in the anti-AIDS posters and their captions in Lusaka, Zambia. His corpus was obtained by administering a questionnaire, which had questions based on a core of sampled posters and their accompanying captions. Raw figures, percentages, tables and bar graphs were used to show the presence of gender biases. His conclusion was that, although the anti- AIDS posters were a common sight at that time, the campaign messages seemed not to impact on society. The impact on society could specifically not

change sexual behaviour because evidence seemed to suggest that HIV continued to infect large numbers of people in society.

Kamanga's study was also intended to explore or investigate the role of one particular aspect of the media: the poster and their accompanying captions. He sought to find out whether the messages encoded by the designer of the posters are received by the target groups as assumed or expected by the transmitters of the messages. Therefore, this study provides a backbone to the current study. The current study is aimed at analysing the interaction between graphic and visual information found in HIV/AIDS education materials with regards to their design and information packaging; how the units (texts) of analysis or semiotic modes (posters, brochures, and billboards) are organised and comprehended by target groups, and the sort of meaning receivers of these messages get.

Apparently, the study conducted by Kamanga (2005) was also aimed at examining whether or not gender biases existed in the anti-AIDS posters and their accompanying captions in Lusaka, Zambia. This makes it to slightly different from the current study. Besides, Kamanga in his study used the anthropological, sociological and socio-psychological approaches as theories guiding his study. Despite employing such approaches, Kamanga's study seems to have also indirectly used the same theory (i.e, SF-MDA) which serves as theoretical and analytical frameworks of the current study. Therefore, Kamanga's study serves as building foundation on which this study is anchored. This study uses the systemic-function multimodal approaches in a direct manner as compared to Kamanga's. The use of this theory enables the study to determine how the semiotic resources in tandem with language helps the target groups to meaningfully interpret, the HIV/AIDS messages as packaged by producers. The theory also helps determine whether the producers of the information, package their information well for the target groups to fully comprehend that which is being communicated.

Unlike Mbozi's (1996) study which focused on the impact of anti-AIDS billboard media in relation to knowledge of, and attitudes about HIV/AIDS among urban students in Zambia, and Kamanga's (2005) study which used anti-AIDS posters to establish gender biasness in one particular medium, the current study takes a direction of language use in society from linguistics perspective. It probes into the communicative value found in linguistic units-message in print and visual forms in order to enhance effective understanding and interpretation of HIV/AIDS education awareness

messages. The study focuses not only on posters and billboards but also on brochures. It extends the exploration of texts under analysis to involve selected members of the target groups to participate through semi-structured interviews and focus group discussions. This is so for in-depth understanding of how the semiotic modes are organised, understood and interpreted.

The two studies reviewed above may differ in scope from the current one in the sense that they each focused on a single mode [poster & billboard respectively] without necessarily paying attention to the salience of other semiotic codes existing in multimodal texts in the process of meaning making. However, they are still relevant to the present study. This is because they provide an insight into exploring the use of such strategic modes of communication involving, among others, the billboards, posters and brochures, and their accompanying semiotics.

2.2. Multimodal discourse analysis studies in Zambia

The literature that has been reviewed indicates that multimodal discourse analysis is a relatively new analytical/theoretical approach to studies on HIV/AIDS educational messages in Zambia as compared to other common forms of discourse analysis. Of the available literature that has used this approach to analysing HIV/AIDS educational messages include Banda and Mambwe's (2013) study. This particular study used some aspects of multimodal discourse analysis in analysing selected music lyrics with educational messages on HIV/AIDS. The study focused on the re-contextualisation of lived experiences and Zambian cultural practices in the fight against HIV/AIDS. It analysed the lyrics of Zambian popular music used in the fight against HIV/AIDS. The main purpose of the study was to show how code-switching was deliberately blended with socio-cultural art facts and knowledge in the fight against HIV/AIDS (Banda & Mambwe, 2013).

Banda and Mambwe's (2013) study concluded that although male dominance was still prevalent, choices regarding sex and discussions on sexual matters are no longer a preserve for the men. Additionally, musicians were able to use language to reframe dominant cultural practices and taboos in the process of disseminating HIV/AIDS messages. The study is relevant to the current one because it provides insights into the theoretical application of multimodality. Suffice to say, Banda and Mambwe analysed Zambian popular music lyrics, while the present study analyses the use of multimodal semiotic modes in selected HIV/AIDS prevention campaign messages as disseminated by *New Start Network* for HIV/AIDS in Zambia.

2.3. Multimodal discourse analysis studies outside Zambia

Some of the notable studies conducted outside Zambia that inform the current study in terms of theory and approach to analysis of data include among others, Halliday's (1985) Systemic functional theory which emphasised metafunctions of language, a theory that has been extended to semiotic resources to include visual images (O'Toole, 1994; Kress & van Leeuwen, 1996/2006), mathematical symbolism and images (O'Halloran, 2005), music and sound (van Leeuwen, 1999), movement and gesture (Martin, 2001) and architecture, and space (O'Toole, 1994). The other studies that have applied systemic functional-multimodal discourse analysis (SF-MDA) have analysed video texts and internet sites (Iedema, 2001; O'Halloran, 2004a) and three dimension (3-D) sites (Pang, 2004; Ravellie, 2000). The present study uses the same theory to analyse selected *New Start network* HIV/AIDS prevention campaign texts. The texts are sourced from semiotic resources in form of posters, brochures and billboards carrying HIV/AIDS prevention, awareness and educational campaign messages.

Another study which is significant to this study is that of Bok (2008) who carried out a multimodal analysis of selected National *love Life* HIV/ AIDS prevention campaign texts in South Africa. The study was aimed at evaluating and analysing the effect of multimodal texts used in HIV/AIDS campaigns. This was so in order to establish the understanding and interpretation of these texts by target group and to gauge their effectiveness. Applying a text-based approach, the study established that *love Life* texts restrict the message to educated middle class youths rather than a national audience. This study motivated the current study which is *A Multimodal Discourse Analysis of Selected New Start Network HIV/ AIDS prevention campaign texts in Zambia*. The study is aimed at analysing multimodality texts used in HIV/AIDS awareness campaign in order to establish their link in enhancing appropriate interpretation of meaning by target groups. However, Bok's study left out the aspect of interviewing the target group (e.g. youths) about the *love Life* texts of which the present study has included at least for triangulation purposes.

In another study conducted by Kahari (2013), a textual analysis was conducted to investigate how messages in Voluntary Medical Male Circumcision Posters used in the campaign against HIV/AIDS in Zimbabwe are interpreted. Kahari's study focused on the various interpretations of multimodal features of voluntary medical male circumcision (VMMC) posters. The study concluded that while there was an overwhelming support for the roll out of voluntary medical male

circumcision for HIV prevention, the uptake of VMMC could be improved if male circumcision messages were clearly and effectively framed. Similarly, the study applied a text-based approach and established that most messages on the VMMC posters were ambiguous. Kahari's study is equally relevant to this present one, which uses SF-MDA and is concerned with HIV/AIDS awareness messages. However, to date, at least, little or no study has been conducted to directly explore the use of visual and graphics together (use of multimodal or intersemiotic modes) in HIV/AIDS prevention campaign messages in Zambia. The current study may be the first one to be conducted for establishing whether this kind of packaging of messages enhances the sender's capacity to communicate effectively.

2.4. Summary of chapter

This chapter has reviewed selected communication-related studies conducted in Zambia on HIV/AIDS. It has also discussed some multimodal studies carried out in and outside Zambia. The reviewed studies have enabled this study to fit within the social semiotic multimodal analytical paradigm. The chapter has also shown that HIV/AIDS prevalence in Zambia is still high. Despite using various communication strategies in the fight against HIV/AIDS, what is not known is whether some of the communication strategies used for HIV/AIDS prevention awareness campaigns and their packing enhances the interpretation of meaning by the target audience as intended by the sender. Of the few communication-related studies that have analysed posters, none of them has gone far to analyse semiotic resources beyond probing into the attitudes of the target audience and gender biasness of posters used in HIV/AIDS awareness. The present study focuses on investigating the meaning behind a combination of visual and graphics in the dissemination of HIV/AIDS prevention campaign messages in Zambia. Therefore, the chapter has presented a review of literature considered relevant to situating the present study. The chapter that follows is an extension of [chapter two] this chapter. It presents the theoretical and analytical frameworks employed in this study.

CHAPTER THREE

THEORETICAL AND ANALYTICAL FRAMEWORK

3.0. Introduction

This chapter is an extension of literature review presented in chapter two. It provides discussion of the theoretical and analytical frameworks adopted in this study. The chapter focuses on Systemic Functional Linguistics (SFL) as the study's theoretical framework and Multimodal Discourse Analysis (MDA) as the analytical framework of the study. The study therefore, employed Text-Based Multimodal Discourse Analysis (TB-MDA) informed by Systemic Functional-Multimodal Discourse Analysis (SF-MDA).

3.1. Theoretical Framework

This study was informed by Systemic Functional-Multimodal Discourse Analysis (SF-MDA). It employed systemic functional linguistics (SFL) as its theoretical framework and multimodal discourse analysis (MDA) as the analytical framework (as illustrated in figure 3.1 below).

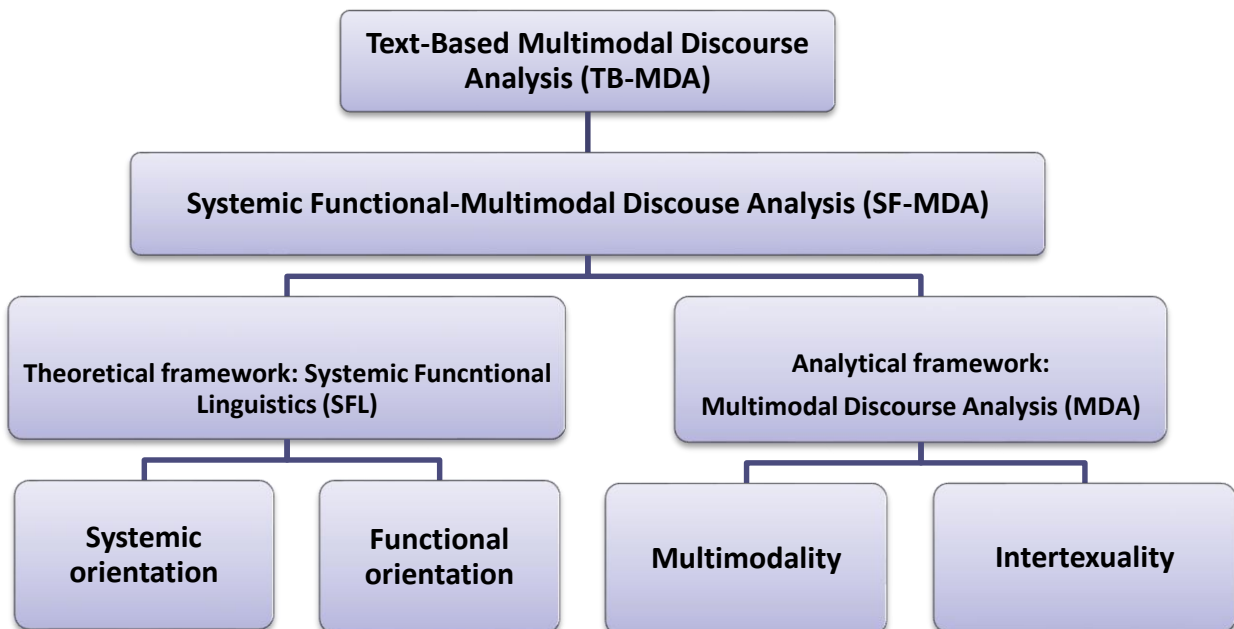


Figure 3.1: Theoretical and analytical frameworks in diagrammatic form

3.1.1. Systemic Functional Multimodal Discourse Analysis (SF-MDA)

Systemic functional multimodal discourse analysis (SF-MDA) is an approach to discourse analysis most closely associated with the works of scholars such as O'Toole (1994/2010, 2004), Baldry (2000, 2004), Baldry and Thibault (2006), O'Halloran (2004b,2005,2008b,2011b), Knox (2009), Lim Fei (2004,2006), Smith et al (2011), Stenglin (2009b,2011), Tan (2009/2010), Unsworth (2006b, 2008), and Unsworth and Cleirigh (2009). According to Knox (2009:91), SF-MDA refers “to research which uses the theoretical principles of Systemic Function theory (originally developed in SFL by Micheal Halliday)” to:

- (i) Model semiotic systems other than language;
- (ii) Analyse texts which instantiate semiotic systems other than language;
- (iii) Analyse texts which instantiate a number of semiotic systems; and
- (iv) Theorise the interaction between different semiotic systems in texts.

Actually, SF-MDA is an extension of the Systemic function (SF) theory developed by Halliday (1978, 1985). Systemic function linguistics examines the meanings made in language through system choices around the ideational, interpersonal and textual metafunctions (Halliday, 1985/1994; Halliday & Matthiessen, 2004). Djonov (2005:73) briefly describes SF-MDA as “an analytical practice which tests the application of semiotics systems other than language and their interaction with each other and with language in semiotics”. It is an approach to analysing discourse in the social semiotic tradition (Djonov, 2005; O'Halloran, 2007, 2008).

Social semiotics is sometimes used in a broad sense to refer to the study of semiotics which is social (rather than, for example structural) in orientation (Chandler, 2007). However, in this study, the meaning of social semiotics is closely attached to the work of Halliday and those other scholars who have worked with his social-semiotic theory. Social-semiotic theory is a theory that has also come to be known as systemic functional theory. As a matter of fact, social semiotics studies the practices in which people are involved in order to create and communicate meanings to each other in various social environments. For Halliday, semiotics is not the study of signs, but “the study of sign-systems or, the study of *meaning* in its most general sense” (Halliday & Hasan, 1989:4). In relation to SF-MDA and social semiotics, Kress and van Leeuwen, observe that one of the ramifications of the development of SF-MDA is that such a neat separation between text type and

semiotic systems is no longer possible. “Instead we move towards a view of multimodality in which common semiotic principles operate in and across different [semiotic systems], and which is therefore quite possible [for example] for music to encode action, or image to encode emotion” (Kress & van Leeuwen, 2001:2). This is in line with Halliday’s ideas.

Given that Halliday is a linguist, the semiotic system with which he has most been concerned with is obviously language. Halliday understands language as interacting with other semiotic systems, and communication as multimodal. However, Halliday (1978:4) argues that, “we all the time exchange meanings, and the exchange of meanings is a creative process in which language is one symbolic resource—perhaps the principal one we have, but still one among others”. Halliday’s definition of ‘social semiotics’ therefore, can be regarded to apply also to semiotic systems other than language (Knox, 2009). In Halliday’s view, ‘social-semiotic’, in the first instance may refer to the definition of social system, or a culture, as a system of meanings. However, he also intends a more specific interpretation of the word ‘social’, to indicate that the concern is particularly with the relationships between language and social structure, considering the social structure as one aspect of the social system (Halliday & Hasan, 1989:4; cf. Eco, 1979: 26-8, Knox, 2009:89-90). Consequently, in taking a social semiotic approach, the systematic relations between context and text (whatever semiotic systems are at play in the text) is fundamental to this study which largely employs SF-MDA to achieve its set objectives.

3.1.2. Systemic Functional Linguistics (SFL)

The systemic functional linguistic (SFL) theory generally informs the multimodal discourse analysis (MDA). The Systemic Functional (SF) approach to Multimodal discourse analysis (MDA) is concerned with the theory and practice of analysing meaning arising from the use of multiple semiotic resources in discourses which range from written, printed and electronic texts to material lived-in reality (O’Halloran 2004; Kress & van Leeuwen, 2006). This approach to language study was mainly developed by M.A.K. Halliday in the United Kingdom during the 1960s, and later in Australia. The approach is now used world-wide, particularly in language education, and for purposes of discourse analysis (Eggins & Slade, 1997). Systemic Functional Linguistics is a functional theory of language. Notably, functional theories of language have been fundamentally challenged by the ‘rise of the visual’, and can no longer ignore other semiotic systems, or the fact that humans draw on a range of semiotic resources when they communicate. In order to describe

communication between humans, semiotic systems other than language must be accounted for, both in discourse analysis, and in theories informing such analysis (Knox, 2009).

There are reasons why SFL is particularly well placed as a theoretical model for the analysis of multimodal and multisemiotic texts in this study. One of the reasons Systemic functional linguistics is used in discourse analysis is that, it is more closely aligned to sociology and explores how language is used in social contexts to achieve particular goals. In terms of data, it does not address how language is processed by human brain, but rather looks at the discourse human subjects produce (whether spoken or written) and the contexts of the production of these texts (O'Halloran, 2009). As a theory, systemic functional linguistics also concentrates on the relationship between language and other elements and aspects of social life. The approach is oriented to the social character of texts (Fairclough, 2003). This theory is able to provide a greatly enhanced insight into the text and offers the right instruments to analyse aspects related to packaging of information and content in the text. The theory also concentrates on the function or purpose of the text. Besides, it is very important that the sender of the messages shares with the receiver of the information that the sender has to send. Thus, in life what happens is that information is shared among members of society. Therefore, SFL is relevant to this study which analyses the interaction between textual and visual information within the confines of language use and modes of communication in society. Modes of communication and messages communicated are in a way contextualised in order to create interest in the receivers of those messages.

Moreover, relationships between language use and context is appreciated, as Coffin (2001:95) points out, "One of the most important feature of systemic functional linguistics is that its theoretical framework is designed to explain the interrelationships between culture, society and language use." Observed by Martin, *et al.* (1997:2), SFL is very effectively organised as "a tool for the analysis and interpretation of texts, spoken or written". As a result, it proves to be very effective in analysing metafunctions arising from the interaction between the audience and the campaign messages. Halliday (1985:4) explains that linguistics is at the same time a "kind of semiotics" because language is viewed as "one among a number of systems of meaning that taken all together, constitutes human culture".

For Djonov (2005:46), “Systemic functional linguistics is thus, a social semiotic theory because it models language in relation to context”. Besides, systemic functional theory is a theory of meaning, which is first applied to language through Systemic functional linguistics (SFL); and more recently through systemic functional multimodal analysis (SF-MDA) (Lim Fei, 2011). Therefore, considering the fact that power relations and ideological positions of texts form part of language, SFL is used in conjunction with MDA in order to ascertain how such practices and texts arise out of and are ideologically shaped by relations of power and struggle over power and the effect power has on the kind of communication done within societies (Fairclough, 1995, van Dijk, 2001). Besides, the study is aimed at establishing the communicative value of having both graphic and visual image information in multimodal texts in order to determine whether they enhance or constrain the interpretation of messages by target audience. Apparently, HIV/AIDS prevention messages naturally generate issues of socio-economical, cultural and other aspects of social life, and literacy abilities of target audience inclusive. Such concerns prompted the researcher to combine the potentials of SFL and MDA to do a Text-Based Multimodal Discourse Analysis (TB-MDA) of the data available according to the objectives of the study.

3.1.2.1. *Systemic orientation*

Lim Fei (2011) observes that the term ‘systemic’ as used to describe the multimodal discourse analysis approach adopted in SF-MDA “render itself meaningful” because Halliday (1985:4) explains that systems of meaning are social systems which (referred to) are “modes of culture behaviour”. This implies that meanings are usually exchanged in interaction between people and the socio-cultural groups they represent. After all, language and society as seen by Halliday (1978:12) is “a unified conception” which needs to “be investigated as a whole”. This understanding of language and society is extended to the inextricable unity between multimodal semiotic resources and society in SF-MDA (Lim Fei, 2011). Therefore, the use of the term ‘systemic’ indicates the centrality of the system network framework to represent the meaning potential available in semiotic resource (for example, visual images and written/ graphic text). This approach models language as a choice potential, with choices operating in a particular context.

Besides, the basic assumption of systemic functional approach is that, “meaning implies choices”; if there is no alternative but to do something, then it is not meaningful. The reverse is also believed to be true: if there is a choice in any context, then that choice is meaningful (O’ Donnell, 2011-

2012). According to O'Donnell's observation, it is also important to note that, "the set of choices in a particular linguistic context is called a 'system', while the set of systems together for a particular linguistic level are called a system of networks." A system of network describes the set of options available to the language user at a particular level both in terms of the choices available, and also in terms of the structural consequences of those choices. The notion of choice is central in systemic theory as declared by Halliday (1994: xiv) who states that, "Systemic theory is a theory of meaning as choice, by which language or any other semiotic system, is interpreted as networks of interlocking options". In this vein semiotic resources comprise networks of interlocking options from where the meaning-maker selects. The perspective offered by systemic function theory, and by extension of systemic functional multimodal discourse analysis is that meaning is a result of choice. Therefore, it is the realisation of these choices that producers, designers, disseminators, receivers and/or readers of (e.g. HIV/AIDS prevention campaign awareness) messages and texts use to make meaning.

Halliday (1985/1994) maintains that, systemic functional linguistics concentrates on the ideal of 'choices' and 'meaning potential' made in the ideational, interpersonal and textual metafunctions of language. Halliday is supported by Ragan (1989:17) who states that, "A systemic perspective focuses on choices... for aligning language with the context in which it is used." Therefore, having SFL as a framework implies that human subjects (senders/receivers of messages) have to be aware of three functions of language which include: Ideational- "Language used to represent experience"; Interpersonal- "Language used to interact with others"; and Textual- "Language used to create connected and coherent discourse" (Ragan, 1989). The relevance of this approach to the present study is that it situates semiotic modes within social contexts, and that, it takes into account the functions of language and other semiotic systems in the formation of meaning.

3.1.2.2. *Functional orientation*

Systemic functional linguistics takes "functional orientation" on several levels (Halliday, 1985). The theory is concerned with the functional meanings made by the semiotic resources in society. Besides, semiotics provides the foundation according to which people, youths and adults as target audience can develop an understanding of texts through determining interpretation by combining the linguistic and social contexts at play. Therefore, SFL's point of reference is the function of language, and other semiotic resources, in context. Generally, this means that a focus on what

language does (function of language) is more important than looking at how it does it (its structure). Halliday (1994: xiii) elucidate that the use of the term ‘functional’ in systemic functional linguistic theory is for the reason that “the conceptual framework on which it is based is a functional one rather than a form one”. The explanation is that “every text whether written or spoken unfolds in some context of use”. Therefore, the focus in systemic functional theory is to appreciate or realise the meanings as they are used in context.

In addition, Halliday (1978:2) holds that language as a social semiotic means “interpreting language within a socio-cultural context”. As a result, a major principle in systemic functional theory asserts that meaning is made and can only be interpreted in context. For example, the meaning of HIV/AIDS prevention awareness campaign messages designed within the Zambian context cannot be well interpreted by any person from outside Zambia, who is not familiar with the Zambian social context. In which case, systemic functional theory asserts a systemic relationship between the socio-cultural context in which language occur and the functional organisation of language (c.f. Halliday, 1978; Halliday & Hasan, 1985). Matthiessen (1995:33) crowns it all by stating that, “Context determines systems in language; but it is also construed by them”.

However, in the use of billboards that adopt an overly explicit sexual approach to conveying HIV/AIDS messages, being able to recall a billboard and its text does not imply an understanding of the HIV/AIDS educational messages conveyed in such a medium as intended by the sender. This may require resourcefulness on the part of the receiver to generate mental images which the campaign creates in the mind of the target audience. There might be a limited understanding on the part of the receivers of the message depending on the contents of the text as it might constrain the decoding of the intended meaning of the message displayed on HIV/AIDS posters, billboards and brochure as assumed by the sender (Bok, 2008).

As for Halliday and Hasan (1985), they conceptualise the context of situation that, it is the immediate environment in which a particular instance of language is actually occurring, namely; the *field* (what is happening); *tenor* (who is taking part); *mode* (role assigned to language) of discourse. There should be also context-text relations in designing and interpretation of messages for appropriate communication. Notably, the notion of context is important not just in systemic functional theory but also as observed by Machin (2009:189), is significant “in critical discourse

analysis”. Critical discourse analysis (CDA) provides opportunities to consider the relationships between discourse and society; text and context; and language and power (Fairclough, 2001b, Luke, 1995/1996, 2002). However, CDA is not a major aspect of this study, as the study largely applies SF-MDA approach to text-based analysis to achieve its objectives.

3.2. Analytical framework

The study adopts multimodal discourse analysis, combining text based analysis to achieve its objectives (Martin & Rose, 2004; Eggins & Slade, 1997; Kress & van Leeuwen, 1996/2006). As already pointed out, the study analyses textual and visual (images) messages on billboards, brochures and posters with the view to finding out how these enhance HIV/AIDS message interpretation. This approach is helpful because it adopts the metafunctions of language to develop a ‘visual grammar’ to ‘read images’ using representational, interactive and compositional meanings corresponding with Halliday’s (1985/1994) Systemic Functional (SF) perspective. This perspective focuses on the ‘choice’ and ‘meaning potential’ metafunctions of languages that realise meaning (as ideational, interpersonal and textual). Therefore, this approach situates semiotic modes within social contexts, and takes into account the functions of language in the formation of meaning embedded in multimodal texts.

3.2.1. Multimodal Discourse Analysis

As already pointed out, multimodal discourse analysis (MDA) is an approach to discourse analysis (DA) that focuses on how meaning is created through the use of multiple modes of communication as opposed to language alone (Fairclough, 1997). As observed by Bok (2008), the collections of these modes or elements “contribute to how modality affects different rhetorical situations (events which consist of an issue, an audience, and a set of constraints) or opportunities for increasing an audience’s reception of an idea or concept”. Worth noting is that, different semiotic resources bring with them their own affordance and constraints, both individually and in combination. They also bring along analytical challenges in terms of the nature of the media, the detail and scope of analysis, and the complexities arising from the integration of semiotic resources across media (O’Halloran & Smith (2010).

Nevertheless, effective communication cannot be achieved by the use of language alone no wonder linguistic and together with other modes like gestures and visual semiotics are increasingly used

in meaning-making and dissemination of information. This is in line with Kress and van Leeuwen (2006) who defines modality or multimodal discourse analysis as the blending of verbal, visual and sound as social semiotics in a communicative event. This simply means the visual and sound semiotics that constitutes the blend are then read and analysed as ‘text’. It is the nature, the dynamics and social outcomes of this blending or fusion that require a tool such as multimodal discourse analysis.

Moreover, multimodal discourse has been studied from a range of perspectives, many grounded in other disciplines including semiotics (e.g. Barthes, 1977), graphic design (e.g. Barnard, 2005), metaphor (e.g. Forceville, 1996), information design (e.g. Waller, 1982/1985), cultural studies (e.g. Schirato & Webb, 2004), and communication studies (see Barnhurst, Vari & Rodríguez, 2004 for review). Though these and many other disciplines may not have been reviewed in this study, they position the current study to take the SF-MDA approach in analysing texts under consideration. Actually, the term ‘multimodal’ describes both the nature of discourse and the type of approach undertaken in SF-MDA (Halliday & Hasan, 1985). The nature of emerging discourses has prompted proponents of multimodal discourse analysis to develop a grammar called “visual grammar” to ‘read images’ (Scollon & Scollon, 2003). This ‘visual grammar’ may be extended to visual communication grammar which helps in visual analysis of multimodal texts. Therefore, aspects of visual analysis also, make a contribution to the achievement of the objectives of this study.

Visual analysis traces its origin from Halliday’s (1975) Functional grammar which presents language as having metafunctions work simultaneously in a piece of text. Halliday holds that language is a semiotic mode and any semiotic mode has to represent three communicative broad metafunctions namely: the ideation metafunction, the interpersonal metafunction and the textual metafunction. These metafunctions have a decisive influence on Kress and van Leeuwen’s social semiotic framework of visual communication grammar (Liu, 2013). In Kress and van Leeuwen’s view, the three metafunctions of linguistics can be extended to visual communication. In their work, *Reading Images*, Kress and van Leeuwen see image as a resource for representational and thus will display culturally produced regularities. Essentially, meanings expressed by people are the first and foremost social meanings as such, Halliday’s three metafunctions for language can also be as well used as a starting point for accounting of images. This is because it is assumed that

the three metafunctions model work well as a source for thinking about all modes of representation (Kress and van Leeuwen, 2006).

Kress and van Leeuwen (1996, 2006) also assume that image, colour, music, typography and other visual modes are similar to language and they can simultaneously fulfil and realise the three broad communicative metafunctions as language does (Liu, 2013). The belief therefore, is that image and other visual modes can represent objects and their relations in a world outside the representational system. As a result, there are many ideational choices available for visual sign-making in visual communication. It is also argued that, even though Kress and van Leeuwen base their argument on Halliday's theory, they prefer using a slightly different terminology in discussing the meaning of image in visual communication. They use: representational for ideation; interactive for interpersonal; and compositional for textual (Liu, 2013). In this study, the terminologies are used interchangeably when analysing texts under consideration, consisting texts with graphics and visual images.

Since texts with both graphic and visual information can be read as unified text, visual systems of meaning can be seen to offer different resources and potentials for meaning making. Therefore, readers or viewers need to familiarize themselves with a variety of ways to make sense and read visual images. Scollon and Scollon (2003) embrace the view that visual images can be read as 'text' while "the metaphor of grammar" is seen *not* as a set of rules for the correct use of language but rather, as "a set of socially constructed resources for the construction of meaning". As such, multimodal discourse analysis treats the meanings in texts as 'potential' rather than as 'fixed'. This is because meaning lies not so much individually in language or visuals but through their membership of a code referred to as 'visual grammar'. Visual grammar gives a text the potential to communicate meaning. Moreover, everything from the placement of images to the organisation of the content creates meaning. This is so because of a shift from isolated text being relied on as primary source of communication; to the image being utilised more frequently in the digital age (Liu, 2013). In addition, the nature of discourses encountered in society prompted Kress and van Leeuwen (2001) to identify three major concepts in visual grammar and these include; geosemiotics, composition and modality.

Geosemiotics according to Scollon and Scollon (2003), studies the "social meaning of material placement of signs, images and discourses." In relation to this, three ways in which language can

be “located” in the surrounding world are proposed and these are: ‘*the interaction order*’ –where language can either ‘*index*’ the community that it is used in or convey ‘*symbolic*’ information; ‘*visual semiotics*’, which is concerned with the people shown in images (called participants) ; and ‘*place semiotics*’, concerned with the location (for example, location of an image adds meaning to the campaign itself in the presentation of HIV/AIDS prevention awareness campaign messages). The concept of geosemiotics is encompassed in the concept of composition and modality even as the intertextuality nature of multimodal texts unfolds.

3.2.2. Text and Intertextuality

The intertextuality nature of texts suggests that there are references to be made to previous events, texts or different types of discourse. Intertextuality refers to the ways in which texts and ways of talking build on other texts and discourses (Johnstone, 2008). Therefore, the inherent semantic properties of the term intertextuality, relates to how texts are built out of fragments of other texts or how texts borrow from prior texts. It is obvious that in intertextuality, there is the presence of the actual elements of other texts within a text (Fairclough 2003; Moody 2007). This means that each text exists in relation to others and should be understood contextually and pluralistically. In this case, the notion of intertextuality is about how the meaning of one text is continually shaped by other texts. Stuart-Farris and Bloome (2004:3) aptly defines intertextuality by stating that “Every text, the discourse every occasion makes its social meanings against the background of other texts and the discourses of other occasions”. This simply means that no text is independent of other texts. Every text lives by others and consequently, there is no ‘original’ text in the true sense of the word (Fairclough, 2003). Therefore, it is essential that in order to interpret a given text, one has to appreciate the plurality from which the text has been made. From this point of view, intertextuality makes a text not a “reproduction” but “productivity” (Barthes 1977; c.f. Mambwe, 2014).

Additionally, when it comes to interpretation, multimodal texts should be analysed based on the contextual nature of where the multimodal texts have meaning. Texts may have different meanings depending on the cultural context. Different cultures will interpret texts, images and colours, particular words or phrases differently. The textual references are based on the schemata readers of multimodal texts have. *Schemata* refer to the background knowledge of language, cultural practices and so on. In other words, what one knows or do not know about a topic influences the

interpretation as one engages with the topics in a communicative event (Lim Fei, 2011). In Text-Based Multimodal Discourse Analysis (TB-MDA), therefore, interest may be in the way images and texts are spatially arranged, highlighted, divided and so on, to create larger visual compositions of ideational and interpersonal meanings (Kress and van Leeuwen, 2006). This study appreciates the role played by intertextuality in analysing multimodal texts as desired in the study.

3.2.2.1. *Compositional meaning and textual organisation of images*

The composition or make up of a multimodal text brings into consideration the notion of compositional meaning which constitutes information value, salience and framing as observed by Kress and van Leeuwen (2006). In terms of *information value*, visual elements, depending on the organization or structure of the visual composition, have information value. It is about a role played by any particular element in the whole depending on where it is placed in the structure of the text. Thus, in *given* or *new* structure, the initial information is placed on the left side of the two-dimension surface (printed text or screen) through an image or a text, while the new information is placed on the right side, through an image or text. In *centre* or *margin* structure a prominent element is placed in the centre of the surface giving meanings to secondary elements placed around it (Vorvilas et. al, 2010). Equally, Kress and van Leeuwen observe that a sign (visual or verbal) has value depending on where it is positioned (e.g. refer to ideal, new and given information).

Taking into consideration how signs or symbols are positioned, whether they are linked or separated, reference is made to framing. *Framing* refers to the process through which individuals make sense of their external environment. It is associated with visual compositions' layout or rather the way in which various elements of the visual composition are connected to each other or are disconnected, through frame devices, creating cohesive meanings. Framing influences how audiences think about issues by invoking interpretive schemas (psychological frameworks) guided by framing devices. Certain framing devices contribute to creation of textual meaning. For example, integration as a framing device, where image and text occupy the same space, as a result their natural connection is inferred. Therefore, text and visual images are analysed in terms of intertextual schema they draw on to attract audiences or readers, and framing, positions the meaning making options for the audiences or readers. Meanings in multimodal texts among others may be seen to be compositional.

Compositional meaning helps analyse ‘position’ and its corresponding meaning of images and texts in discourse. For example, information in the centre is more important than the one given in the margin. This simply means that some information is more salient than the other. In this case, the term *salience*, suggests that some elements of the visual composition have been designed as most significant in order to catch the viewer’s attention. This is achieved by the use of big size, intense, and rich colour, tone (or brightness), focus (eliminating background), foregrounding or overlapping of visual elements (Machin, 2007). Scollon and Scollon (2003) observe that there are two directions of visual space and these are: “top-down” (with the top being more important) and “left-right” (for languages like English). The figure below explain more, based on Kress and van Leeuwen (1996/2006)’s studies.

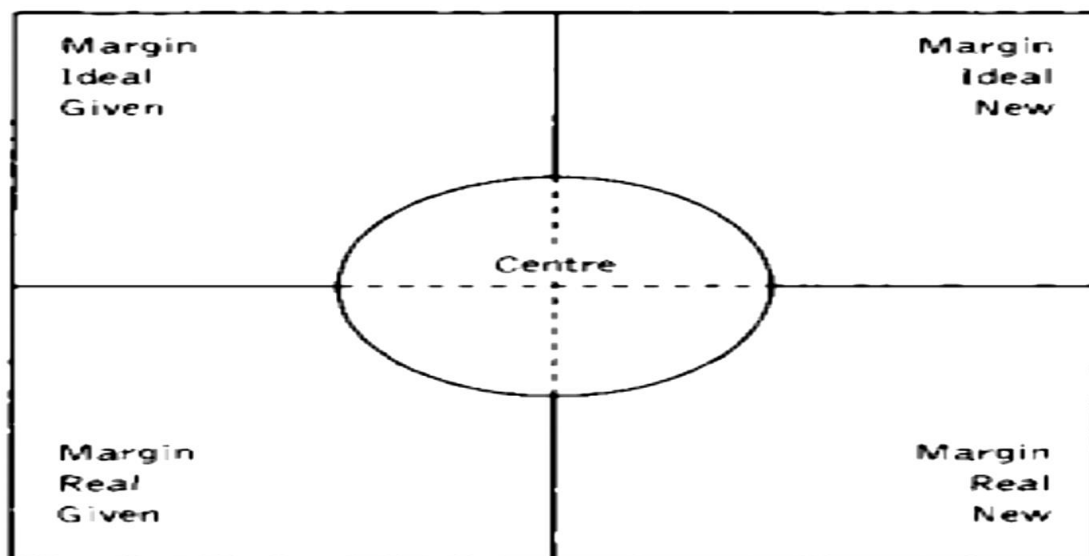


Figure 3.2: The dimensions of visual space (Kress & van Leeuwen 1996/2006)

With reference to figure 3.2 above, the two directions of visual space dictates that, information on the left (both top and down margins) are treated as “given information”, while that information on the right is “new”. This observation helps to treat information whether given or new to be part of the unified whole in order to decode the meaning as intended by the sender. In relation to the summarise representation of direction of visual space, the Kress and van Leeuwen (1996/2006), suggest that these can also be referred to as “two forms of textual organisation for images namely ‘polarised’ and ‘centred’” as shown in the figure above. Polarisations exist along horizontal and/or vertical axes. Where the images are horizontally polarised, the left- hand side is glossed as ‘Given’

and the right-hand as 'New'; the vertically polarised images are viewed as 'Ideal' and 'Real' respectively. Thus, the Ideal images are characterised as the generalised essence of information and the Real as more specific and treated as modest and practical information. While some images are organised around the centre and margin principle, with centre being the nucleus of information on which marginal elements depend (Kress & van Leeuwen 1996/2006; Martin & Rose, 2004).

By and large, images are a prominent feature in the multimodal communications for HIV/AIDS prevention campaigns identified in this study. This implies that, the most common type of multimodality found within this study is a combination of visual images and written texts. Under normal circumstances, two types of multimodal texts can be identified in the instances where one makes use of both written and visual modes. These include real pictures and animated illustrations or drawings of people and objects. They are common in media used in public communication such as those used in HIV/AIDS prevention public campaigns. Such types of multimodality texts include billboards, brochures and posters, whose meanings are to be determined and interpreted by considering every aspect of their organisation in terms of semiotic complexity and richness. In situations where the visual image does not much with the written text, the potential for the multimodal text to carry a meaningful message is compromised or reduced (Iedema, 2003).

However, notions of framing, salience and information value are at play as already discussed. It is also important to note that to successfully present an account of multimodal communication for HIV/AIDS campaigns in this study, there is need to keep in mind that material media or modes are socially shaped for the message to stand the taste of time and as meaning-making resources. They should articulate the meanings demanded by the requirements of different communities or societies. After all, all modes have potential for meaning making differently; since these modes or resources for meaning making and their meanings are socially and culturally specific. The interwoven nature of meanings in modes of communication which requires co-present and co-operating in the communicative context should be kept in mind as well. The other thing is that, modes are always contingent, dynamic and not static or stable, in real sense, they are fluid. Therefore, they are constantly transformed by their users in response to communication needs of a society. Consequently, new modes of communication are created while existing ones are transformed (Kress, 2001). Such, developments are accounted in this study. The table below summarises segments of compositional meaning found in texts.

Table 3.1: Summary of segments of compositional meaning

Segment of compositional meaning	Description/Explanation
Information value	-Interpreted as the “role of any particular element in the whole depending on where it is placed, on the left or right, in the centre or the margin or in the upper or lower part of the picture space or page”
Salience	-Refers to those elements in texts that are more prominent than other, or to how dominant an image or information is, and how it draws the most attention of viewers or readers. Among such elements that create “salience” is: size, sharpness of focus; tonal and colour contrast; perspective; and cultural factors
Framing	-Refers to “the process through which individuals or groups of people make sense of their external environment”. -“Influences how audiences think about issues, not by making the issues more salient, but by invoking interpretive schemas (psychological frameworks) that influence the interpretation of incoming information” -Associated with the identification of features and of one or more congruence relationship(s) among features

Source: Jewitt & Oyama (2001); Kress & van Leeuwen (1996); and Scheufele, (2000)

Deducing from the table above, it is important to note that, of all the three segments of compositional meaning, framing plays a major role in deciding where an image begins and ends. This is as vital to the meaning of an image or sign as composition because the notion is becoming critical to interpretation of texts. Entman (1993:52) suggest that framing involves selection and salience, recognising that “to frame is to select some aspect of perceived reality and make them more salient in communicating texts”. This promotes a particular problem definition, causal interpretation, moral evaluation, and/or “treatment recommendation for the item described”. Thereby, looking at the framing of signs (for example) helps to see which sign interacts with each other and how they interact so that there is a unified whole or unified set of meaning constructed.

Framing helps in interpretation of billboard, brochure and poster texts as evidenced in this study whose texts of analysis are multimodal. The analytical approach employed in this study is supported by the fact that new styles of meaning-making have become, especially, visible in multimedia and cyberspace design. The new realm of multimedia rapidly does away with the dominance of alphabet, and is fully integrating the audiovisual with the written (Barnard, 2005). This is evident in the analysis of visual and graphic modes present in HIV/AIDS posters, brochures and billboard texts carrying prevention awareness campaign texts.

3.2.3. Modality, multimodality and multimodality texts

3.2.3.1. *Modality*

According to Kress and van Leeuwen (1996:159), “modality is an analytic tool which refers to the reliability of the messages”, or how true an image is. Modality assists in the analysis of the “truthfulness” of an image. Besides, it is believed that the higher the modality the more reliable or true the image is. Included among other factors in truthfulness is colour scheme and this explains why certain uses of colours are more real than others (Rose, 2001; Kress & van Leeuwen, 1996). For example, the use of red colour to index danger (or sometimes hope/love) and blue colour to index safety (or sometimes love) depending on the context expresses the reality of the issue at hand. In the Zambian context, for example or, and world over, the reality of issues surrounding HIV/AIDS prevention and awareness may be accompanied with the use of a red ribbon, an accepted symbol for HIV/AIDS campaign messages that brings hope and solidarity among people fighting HIV/AIDS and those people that are living with HIV/AIDS (PLWHA).

For other scholars, modality is the term used for a cluster of meanings centred on notions of necessity and possibility (Chandler, 1994; Kress et al, 2001). For example, what must be or what merely might be. They hold that context influences the interpretation of modality and that; the cluster of meanings can be manifested in several means. Present and reported by various scholars are several or innumerable non-linguistic means of communication such as architecture, rhythm, and images (Bednarek & Martin 2010; O’Halloran, 2011; O’ Toole, 2004). It is also observed that, like sentences, images also depict processes, participants in those processes, and the circumstances in which the two are manifested (Bednarek & Martin, 2010; Martin & Rose, 2007). Systemic functional linguistics multimodal discourse analysis (SF-MDA) as such, offers insight not only

into the meaning of a text, but also into the interpretation of an image, and ultimately into the independent construction of a complete text as well thought-out by human subjects in society (Martin & Rose, 2009; O' Halloran, 2009). For SFL therefore, language is shared by a society, and it can be best studied by observing how language is used in its situation (external manifestation), and so, there is no need to hypothesize internal mental processes. Central to SFL is that, language use must be seen as taking place in social contexts, so is the use of language and other social semiotic resources other than language in HIV/AIDS prevention campaign texts (Chandler, 1994).

3.2.3.2. *Multimodality*

According to van Leeuwen (2005:28), Multimodality is a term widely discussed by linguists and those interested in semiotic studies. It means “the combination of different semiotic modes—for example, language and music—in a communicative artefact or event!” The term also refers to the diverse ways in which a number of distinct semiotic resource systems are both co-deployed and co-contextualized in the making of a text-specific meaning (Baldry & Thibault, 2006). Therefore, it describes the grammar of visual communication that is used by image designers. It is an analysis of the rules and principles that allows viewers to understand the meaning potential of relative placement of elements, framing, salience, proximity, colour saturations, styles of typeface, and so on (Machin, 2007). This is justification enough that every semiotic mode is a meaning momentum or potential, and multimodality mainly focuses on the study of the interrelationships between various communicative modes, no matter whether they are visual or auditory, words or images. It is a complex combination of meaning making activities that have undergone rapid changes in the contemporary social, cultural, economic and technological context. Bok (2008) sees multimodality to be one of the important resources for meaning-making and for actualising the re-contextualisation process. Bok describes multimodality as “the combination of different expressive modes in campaigns” (Bok, 2008). Besides, the concept of multimodality is a useful yardstick to measure and evaluate the diversity ways of meaning making existing in multimodal texts. This concept is largely helpful in the analysis of texts in this study.

3.2.3.3. *Multimodality texts: visual and graphic*

Multimodal texts include visual and graphic. They are texts which convey information by means of various modes such as visual images, written language, design elements and other semiotic

resources. They are more complex than written texts. According to Kress, different logics govern the mode of written language and that of visual image: written text is governed by the logic of time or temporal sequence, whereas, visual image is governed by the logic of spatiality, organised arrangements, and simultaneity (Kress, 2003). That is, meaning is derived from position in the temporal sequence of written text, whereas meaning is made from the spatial relations or grammar of visual images (Kress & van Leeuwen, 1996). To understand the written language, temporal sequence or order in which words appear in a sentence is very important, for example, the meaning of “Simeon killed Simon” is quite different from that of “Simon killed Simeon.” Equally, in visual images, the position, size, and composition of the contents of the image play a significant role in meaning-making (Liu, 2013).

Besides, multimodal discourse analysis is to analyze how several or all of the different semiotic modes intertwine together to create a unified text or communicative event. The premise of multimodal discourse analysis is that in many domains of contemporary writing, textual structure is realized, not by linguistic means, but visually, through layout, colour, and typography both at the level of the -clause! And, at the level of-discourse! Actually multimodal discourse analysis has become a new trend in the studies of discourse analysis, for it focuses upon the complete communicative aspects of discourse that emerge within interaction. After all, there are many ways to do multimodal discourses analysis, such as content analysis, conversation analysis, social semiotic analysis and so on (Van Leeuwen & Jewitt, 2001). As such, different perspectives can be taken to analyze them, for example, layout, modality, typography, colour, genre, discourse, style and so on are the angles one can choose to do multimodal discourse analysis. This study triangulates these angles as it takes the perspective of multimodality, conducting a text-based MDA to show how these modes (the visual and graphic) articulate what takes place in communications involving HIV/AIDS messages disseminated through billboards, posters and brochures. The study focuses mainly on selected multimodal texts (graphics and visuals) found in billboards, brochures and posters carrying HIV/AIDS prevention campaign messages. The figure that follows (figure 3.3) is an outline of the kind of modes under investigation as summarised by Oketchi 2006.

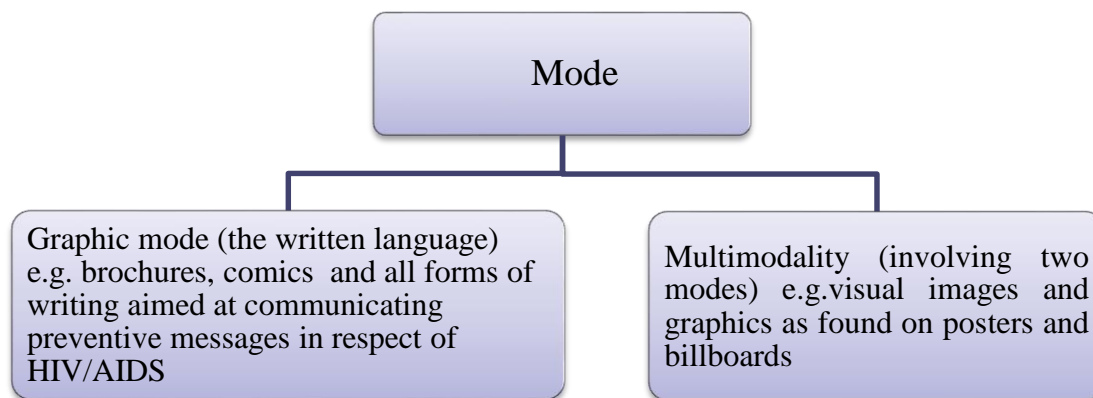


Figure 3.3: Summary of modes of communication-Multimodality (Oketchi, 2006)

Undoubtedly, one cannot limit the act of communication to language alone but rather extend to include other modes of communication that have been introduced. Moreover, the application of two or more modes in a single communicative act has increased (de Vito, 2001). Consequently, multimodality recognises that language is not the only form of communication, but other representational modes are essential and not merely incidental and interesting (Kress & Ogborn, 1998). The figure that follows (figure 3.4) outlines the other identified multimodal modes used in meaning-making and disseminating information in the present study.

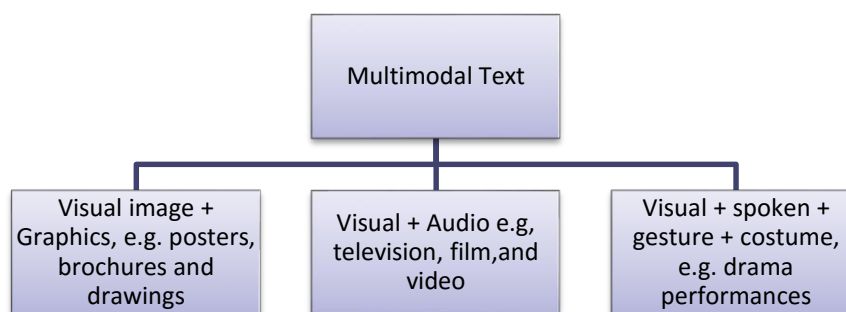


Figure 3.4: Multimodal modes applied in information dissemination (Oketchi, 2006)

It is important at this point to mention that, multimodal discourse analysis foregrounds the complexities inherent in multimodal texts, where meanings are made through a repertoire of modalities and semiotic resources. It invites investigations into the nature of these semiotic resources as well as the relationships between these resources which, as Lemke (1998b) argues, result in a ‘multiplying of meaning’. With the rapid advance of science and technology, the ways of human communication have really changed greatly. For example, visual culture, images, colour

and other non-verbal resources are no longer used mainly to entertain and illustrate, rather, they are increasingly becoming significant in communicating and meaning-making. Today people are increasingly exposed to texts that contain elaborate visual images, unusual narrative structures, complex design elements and unique formats (Kress, 2003; Serafini, 2011). Communication is through a variety of modes in which language is only one, if not essential part. Additionally, the use of various semiotic resources in public communication has shown that meaning is realized not only through language but also through the integrated use of a wide range of semiotic resources including static and dynamic ones. Based on their organisations, visually and graphically, HIV/AIDS texts under analysis have used a wide range of semiotic resources to communicate the intended message. In other ways intermodal relations are at play commonly known as Intersemiosis.

The term ‘Intersemiosis’ as proposed by O’Halloran (2005:159) is used to describe “the meaning across semiotic choices”. O’Halloran observes that Intersemiosis has also been described by Royce (1998, 2006) as “intersemiotic complementarity” where “visual and verbal modes semantically complement each other to produce a single textual phenomenon” (Royce, 1998:26). These descriptions come about because multimodal approach is the investigation of a range of semiotic resources, beyond language alone. It entails exploring the interaction and interplay across the semiotic resources in the gathering of meaning made. Therefore, Intersemiosis addresses the interaction between different semiotic systems as they are instantiated in texts. It is associated to the work of Kress and van Leeuwen (1996). Kress and van Leeuwen’s work focuses on describing various semiotic systems, and in so doing have opened space for a systematic analysis of multimodal texts (Knox, 2009). This study demonstrates some of the ways which the semiotic resources of language and other semiotic resources other than language interact and complement one another in semiotic harmony with regard to the HIV/AIDS prevention campaign texts investigated. O’Halloran (2005/2008) identifies specific ‘mechanisms’ of Intersemiosis which can be applied to other texts (other than mathematics as her study observed) where semiotic systems are combined in similar ways. The mechanisms include these presented in Table 3.2:

Table 3.2: Mechanisms of Intersemiosis

Mechanism	Description
Semiotic cohesion	System choices function to make the text cohere across different semiotic resources.
Semiotic mixing	Items[i.e. discernible textual units using one or more semiotic resources] consists of semiotic choices from different semiotic resources’
Semiotic adoption	System choices from one semiotic resource are incorporated as a system choice in another semiotic system.
Juxtaposition	Items and components with those items are compositionally arranged to facilitate Intersemiosis.
Semiotic transition	System choices result in the form of macro-transition which shifts the discourse to another item consisting primarily of another semiotic resource, or alternatively, macro-transition within items occurs.

Source: O’Halloran (2005:169); cf. O’Halloran (2008)

Intersemiosis perspective renders this study possibility of interpreting meanings embedded in the multimodal texts that are designed to communicate HIV/AIDS prevention messages to the Zambian community. Indeed, to any other audience available to benefit from such communications.

3.2.4. Text-Based-Multimodal discourse analysis (TB-MDA)

Text-based approach to multimodal discourse analysis is applied in this study because the texts analysed are multimodal in nature. The approach involves analysing texts beyond linguistics and individual modes of communication into social semiotics. In which case, social semiotics takes into account as many modalities of communication as can be available for communication purposes. Text as defined by Michael Halliday, one of the linguists credited with the development of systemic linguistics and functional grammar is “any authentic stretch of written or spoken language” (Halliday, 1994). In Halliday’s view, a language is interpreted as a system of meanings accompanied by forms through which the meanings can be expressed. This claim is supported by Fairclough (1992:136) who holds that, “the analysis of text is form-and-meaning analysis”.

Beyond the grammar and lexis of language, understanding the mechanisms for how text is structured is the basis of Halliday's work. However, it is argued that what makes any length of text meaningful and coherent has been termed texture. Texture is the basis for unity and semantic interdependence within text and a text without texture would just be a group of isolated sentences with no relationship to one another. As for Fairclough (1992:136), "any text can be regarded as interweaving 'ideational', 'interpersonal' and textual meaning". Therefore, the analysis of these interwoven meanings in texts importantly comes down to the analysis of the forms of texts, including their generic forms, their dialogic organisation and cohesive relations. In connection to that, functional linguists developed a construct known as a 'register' to account for linguistic and text-based analysis of text in context.

Register refers to a collective term for various situation aspects of a text. It is a sum of a text's subject matter, its purpose, mode (spoken or written), and its genre (the type of text it is) and relationships that exist between its participants (the writer/speaker and the audience-listener/reader) [Lee, 2001]. It is important to note that the cohesive devices of register have cohesive ties which include: *Field* (ideational), which refers to what, is happening and the nature of the social action that is taking place; *Tenor* (interpersonal), which refers to who is taking part in the social action. This reference is in terms of the nature of participants, their status and role; and *Mode* (textual), which refers to what part language play and to what it is that the participants are expecting language to do for them in the situation (Halliday, 1985). Such cohesive ties can also be explained in relation with 'sequential implicativeness' (Eggins, 1994).

Eggins (1994:85) refers to the term put forth by Schegloff and Sacks (1973/74) "Sequential Implicativeness" which proposes that language follows a linear sequence where one line of text follows another with each line being linked or related to the previous line. Consequently, this linear progression of text creates a context for meaning. Apparently, contextual meaning, at the paragraph level is referred to as "coherence" while the internal properties of meaning are referred to as "cohesion". Coherence has both, "situational" coherence when field, tenor, and mode can be identified for a certain group of clauses and "generic" coherence when the text can be recognised as belonging to certain genre. Cohesion relates to the "semantic ties" within the text whereby a tie is made when there is some dependent link between items that combine to create meaning. Therefore, texture is created within text when there are properties of coherence and cohesion,

outside of the apparent grammatical structure of the text. The coherence of HIV/AIDS prevention text depends on how well the cohesive ties in the cohesive devices of register are utilised. Therefore, using the text derived from brochures, billboards and posters carrying HIV/AIDS prevention awareness messages as a basis, the textual aspect of meaning through cohesion is analysed. The relevance of the cohesive elements present in the texts, which contribute to the overall meaning of the text, is unveiled. Besides, understanding how cohesion function within the text to create semantic links could be of benefit to help ‘decode’ meaning in HIV/AIDS prevention campaign texts.

Additionally, it should also be pointed out that the study of textual linguistics was initiated by exploring the interconnection of sentences in order to make sense of it. The focus was on the linguistic features responsible for textual cohesion (Slembrouk, 1998). Nowadays, the same approach applies to any text that serves the purpose of communication. Along these lines, De Beaugrande and Dressler (1981:3) define a text as “a communicative occurrence which meets seven standards of textuality”. These seven standards include; cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. If any of these seven standards according to De Beaugrande and Dressler (1981), is not met, the text will be rendered non communicative, making it non-textual. These seven standards are at micro level of linguistic analysis which focuses on the discourse itself, including all forms of talk and text, and sub divided into ‘description’ and ‘interpretation’.

According to Fairclough (2001:91-116), micro-level analysis is described as “description” of the text, for example, “the vocabulary used, the syntax and grammar that constitute the style of writing”; and “interpretation” in which “the meaning of each lexical item leads to sentence meaning, and then to the full meaning of a text as a whole”. In this case, to make sense of the whole text, ‘presupposition of the text’ must be understood. Presupposition according to Fairclough (2001:127)’s explanation refers to the fact that “discourses and the texts that occur within them have histories, they belong to historical series, and the interpretation of intertextual context is a matter of deciding which series a text belong to, and therefore, what can be taken as a common ground for participants is presupposed”. Below is a summary of these seven standards of micro- level text linguistic analysis.

Table 3.3: Seven Standards of textuality and their description

Standard	Description of Standard
Cohesion	How the text hangs together to make linguistic sense through the use of cohesive ties such as reference, ellipsis, substitution, conjunction, lexical cohesion and so forth.
Coherence	How the components within the text are mutually accessible and relevant.
Intentionality	The receiver's attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions
Acceptability	The receiver's attitude that the set occurrences should constitute a cohesive and coherent text, having some use or relevance for the receiver.
Informativity	The extent to which the occurrences of the text are expected opposed to the unexpected, or known/certain opposed to the unknown/ uncertain
Situationality	Those factors which make a text relevant to a situation or occurrence
Intertextuality	Those factors which make the utilisation of one text dependent on the knowledge of previously encountered texts.

Source: Adapted from Fairclough (2001)

3.2.4.1. Discourse

To understand links in the analysis of texts constituting visual and graphic modes, the term discourse should be understood. To begin with, the term '*discourse*' is used in various ways across social sciences and within the field of discourse analysis. Van Dijk (2010) argues that in the most abstract sense, 'discourse' is an analytical category describing the vast array of meaning-making resources available to human subjects (senders and receivers of messages). At this level an

alternative term can be used which is ‘semiosis’ (encompassing words, pictures, symbols, design, colour, gesture, and so forth). Language is seen as “social semiotic” (Halliday, 1978). To Halliday, the term ‘social’ suggests two things simultaneously: Firstly it refers to the social system, which is synonymous with culture as a system of social meanings, and secondly, it refers to the dialectical relationship between communication (language) and social structure. The systemic function perspective, therefore, involve an “attempt to relate language primarily to one particular aspect of human experience, namely social structure” (Halliday and Hasan, 1985). This relationship between language and social situation implies that language is viewed as a system of choices or options made against a background of other potential options, and against other ways of communication which human beings have developed over time and in various cultural contexts.

Nevertheless, a particularisation of the aspects of context is useful for uncovering the circumstances under which a text is produced. For example, in this study, texts produced in the context of HIV/AIDS prevention campaign messages conveyed on billboards, brochures and posters form part of discourse analysed. Most importantly, discourse is socially constitutive as well as socially shaped: it constitutes situations, objects of knowledge, and the social identity of and relationships between people and group of people. It is constitutive both in the sense that it helps to sustain and reproduce the social status quo, and in the sense that it contributes to transforming it. Since discourse is so socially influential, it gives rise to important issues of power. Issues of power dominance cannot be ignored in the analysis of HIV/AIDS prevention campaign texts because of the nature of their organisation.

3.3. Summary of chapter

This chapter has provided the theoretical and analytical frameworks adopted in this study. Throughout the chapter, the key concepts central to systemic functional multimodal discourse analysis (SF-MDA) have been introduced and discussed almost at length. In this way, the chapter has positioned the potential of multimodal discourse analysis (MDA) as informed by systemic functional multimodal discourse analysis (SF-MDA) for analysing HIV/AIDS prevention campaign texts. It has also shown that this analysis is text-based multimodal discourse analysis, whose basic unit of analysis is a text.

The discussion has further shown that systemic functional linguistics (SFL) is contextual and social theory of language and that multimodal discourse analysis (MDA) as practiced by scholars working in the social-semiotic tradition employs the theoretical principles and tools of systemic functional (SF) theory. The movement towards a view of multimodality in which common semiotic principles operate in and across different semiotic systems justifies the use of SF-MDA approach in this study. The chapter that follows is chapter four, which presents the research design and methodology used in this study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.0. Introduction

This chapter details the actual steps taken in the process of executing the present research. Informed by the objectives of the study, the chapter outlines the research design and methodology used in the study. The research design is first explained before presenting the methodology which includes methods and techniques used in data collection and analysis. The chapter also discusses some ethical considerations taken in the process of data collection. It further outlines some limitations faced in the process of conducting the research.

4.1. Research design

Research design serves as a frame or structure of the research. According to Mambwe (2014:88), “every ideal research or study has a structure or frame which elaborately defines the steps to be pursued right from the beginning to the end in the process of executing the work” (cf. Simwinga, 2006; Kumar, 2005; Maree, 2007). He adds that this structure or frame is what is known as “research design.” The research design is outlined in a way that seeks to provide answers to the research questions set out in the study. The current study employed an exploratory research design.

4.1.1. Exploratory research design

As already pointed out, this study employed an exploratory research design in conducting a Text-Based Multimodal Discourse Analysis of the relatively little known areas of HIV/AIDS prevention campaigns multimodal texts. The design is informed by the qualitative research approach. To concur with the objective of the study, emphasis was placed on texts and images which were meant to bring out, from the Zambian audience, anticipated responses in relation to the study topic. Therefore, the use of an exploratory design was deemed suitable for the study. Multimodal Discourse Analysis of HIV/AIDS texts in Zambia have very little prior studies.

An exploratory study design examines a topic where there is little or very little prior research, and such a study is a prelude to a large social scientific study (Creswell, 2003). Purposefully, the study may be meant to elaborate a concept, build up a model or advocate propositions. Burns and Groove

(2001:374) defines exploratory research as “research conducted to gain insights, discover new ideas, and for increasing knowledge of the phenomenon”. The current study explored the potential of multimodal texts in enhancing interpretation of meaning in selected HIV/AIDS modes of communicating prevention and awareness messages in Zambia. Since the study was text-based, it was also designed using Systemic functional multimodal discourse analysis (SF-MDA) for its theoretical and analytical point of reference as discussed in chapter three (theoretical and analytical frameworks). Therefore, in order to achieve the set objectives of the study, this research applied text-based analysis within the exploratory research design. This research design is informed by qualitative research approach.

The underlying principle is that qualitative research is non-numerical method carried out for the purpose of discovering concepts and relationships in raw data. The raw data may include among others semi-structured interviews and focus group discussion transcripts. The data is then organised into theoretical explanatory schemes (Strauss & Corbin, 1998). In the actual sense, qualitative research design is concerned with the quality and not the quantity of data. It emphasises on the social and cultural context of the phenomenon under investigation. As a result, it is suitable for the study that explores the interpretation of billboards, brochures, and posters carrying HIV/AIDS messages. After all, qualitative paradigm provides the search for meaning and understanding of social practices and statements within the context in which they occur (Henwood & Pidgein, 1995).

4.1.2. Qualitative research

Qualitative research according to De Vos (1998) takes the form of a “holistic approach” with the aim of understanding social behavioural as well as the meaning that people attach to their day-to-day activities. This type of research is understood as a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live (Holloway, 1997). The focus is also on exploring and understanding phenomena in natural contexts or real-world settings. Generally, the researcher does not attempt to manipulate the phenomena of interest. Instead, to learn more about the phenomena, the researcher conducts interviews with participants asking them general and, or specific questions, collects the detailed views of the participants in the form of words, images, and analyses the information for description of the

themes and observations made. Furthermore, the researcher makes interpretations on the collected data about the meaning of the information drawing on personal reflections and past research. In this way, qualitative studies also accept researcher subjectivity as something that cannot be avoided and views the researcher as a “research instrument” in the data collection process (Creswell 2002; Maree 2007; Newman 2011).

In addition, Crotty (1998) holds that, “meanings are constructed by human beings as they engage with the world they are interpreting”. That is the more reason qualitative researchers tend to use open-ended questions so that participants can express their views. Moreover, humans engage with the world and make sense of it based on their historical and social perspectives. After all, it is argued that the basic generation of meaning is always social, arising in and out of interaction with a human community (Creswell, 2003). As for Mugenda and Mugenda (2003:155), “Qualitative research includes designs, techniques and measures that do not produce discrete numerical data”. They explain that more often the data are in the form of words rather than numbers and these words are often grouped into categories. Therefore, a research design informed of qualitative approached suits well in the study that explores issues that have to do with social problems as evidenced in the current research.

In terms of data collection instruments and techniques, qualitative research uses flexible methods such as an interview method. This is “face-to-face interaction between the researcher and the subjects”. The researcher uses an interview schedule or guide. This gives qualitative research advantage over quantitative as qualitative research permits research to go beyond the statistical results usually reported in quantitative research. Moreover, human behaviour is also explained best using qualitative research. The posters, brochures, and billboards analysed in this study may have multiple modes that may show human attitudes and emotions as depicted in images present in the HIV/AIDS prevention and awareness campaign texts (Mugenda & Mugenda, 2003). Besides, participants are accorded chance to learn from one another as they interpret meaning derived from texts that they see around.

Worth mentioning is that, some scholars have questioned the validity and authenticity of data obtained through use of qualitative approaches. However, it is important to point out that qualitative data provides rich and sufficient ground for making conclusions about the natural phenomenon (Mambwe, 2014). In this regard, Newman (2011:92-93) rightly state that,

“qualitative data is not as imprecise or deficient as may be thought; the data are highly meaningful”. He argues that, instead of converting social life into variables or numbers, the researchers borrow ideas from people being studied and place them within the context of natural setting. The researchers examine motifs, themes, distinctions, and ideas instead of variables, and also “adapt the inductive approach of grounded theory which holds that qualitative data document real events”. The data are recordings of what people say (with words, gestures, and tone and so forth), observations of specific behaviours, studies of written documents, or examination of visual images. All these are regarded as concrete aspects of the world human beings engage with, and interpret (Newman, 2011).

Newman’s position with regards to the validity and authenticity of qualitative data makes it clear that qualitative research provides data that can be trusted. It can also be used to understand real life situations in which people find themselves. HIV/AIDS issues are real life, social issues that the research is trying to explore using qualitative methods. Qualitative research is therefore, about social life and how such a life is interpreted for meaning-making. In addition, Lindlof and Taylor (2002:19) clarify qualitative research as “converging on issues of how humans articulate and interpret their social and personal interests”. This implies that qualitative research offers an opportunity to obtain independent responses from the research participants as to how and what they think and feel about an issue being researched. In this study, the issue surrounds interpretation of meaning in HIV/AIDS prevention campaign messages. This is a social issue that requires the input of the people within the infected and affected society by the HIV/AIDS epidemic.

Furthermore, qualitative research provides a comprehensive descriptive analysis and understanding of the socio-cultural context of the research participants (Struwig & Stead, 2001). Therefore, the term qualitative research has been used not as a particular design or particular technique but as an overall approach that informed the entire process of gathering information and analyzing it. In any case, Van Maanen cited in Welman, Kruger and Mitchell (2005:188) observes that the term qualitative research is used as an “umbrella” phrase “covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning of naturally occurring phenomena in the social world.” That is the more reason why qualitative approach is seen typically, exploratory and descriptive form of research (Mambwe, 2014).

4.2. Research methodology

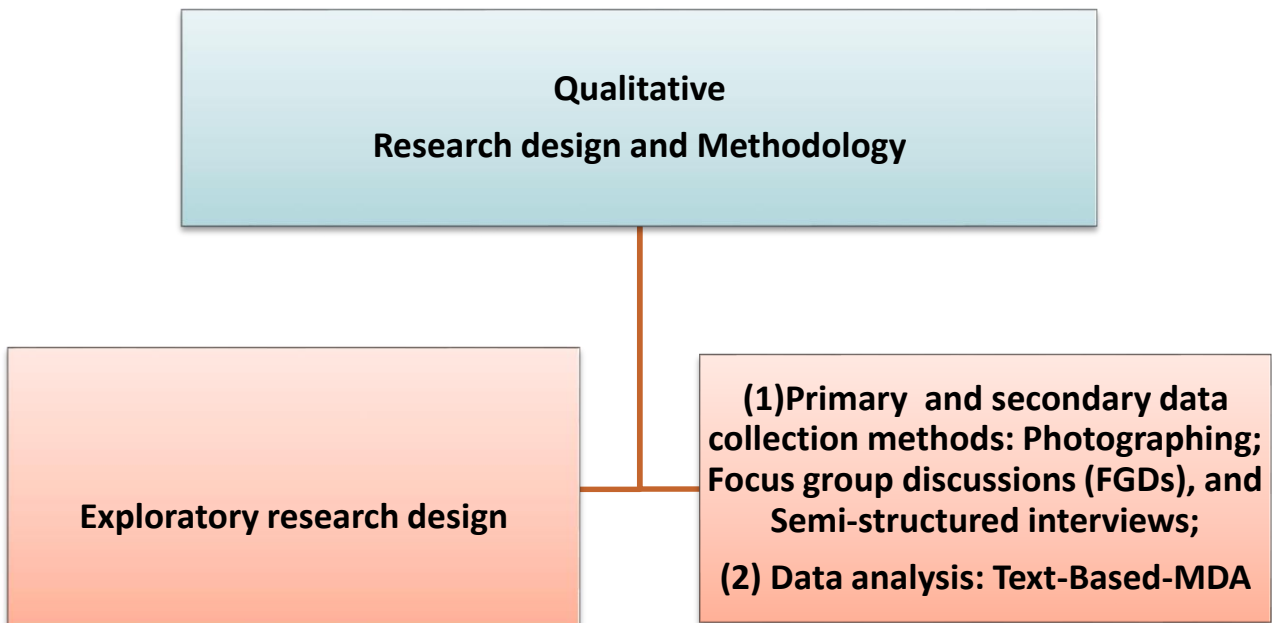
Research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009). The current study is explorative in nature and uses qualitative research methods to suit the requirements of the research objectives. To begin with, it is important to note that, although there are other distinctions in the research modes, the most common classification of research methods is into qualitative and quantitative. These two terms are sometimes differentiated on some levels surrounding; the nature of knowledge (how one understands the world and the ultimate purpose of the research); on another level of discourse, the terms qualitative and quantitative refer to research methods (the way data are collected and analysed, and the type of generalisations and representations derived from the data) (Denzin & Lincoln, 2000).

Quantitative research methods were originally developed in the natural sciences to study natural phenomena while qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Therefore, it is imperative to note that researchers typically approach their research from either a quantitative or a qualitative perspective. The qualitative was viewed as 'soft' research, while the quantitative has been viewed as cold or de-contextualised and inflexible (Strydom, Fouche & Delport, 2002). The qualitative paradigm tends to focus on the philosophical or interpretative aspects of reality. The research tends to be less strictly formalised with a scope of study that is more open (Bauer & Gaskell 2000:7). This form of research, therefore, tends to provide a more holistic (or less predefined) picture of reality with the possibility that the research may be adapted in terms of question or actual findings as already alluded to. Owing to the subjective nature of qualitative research, the study appreciates representation of the views of people engaged in the process of analysing the HIV/AIDS prevention campaign multimodal texts in this study.

The study found qualitative approach more suited, as the analysis of the interaction between visual and graphic modes in HIV/AIDS prevention campaign texts cannot easily be quantified or demarcated or meaningfully analysed quantitatively (Bosch, 2009). Therefore, it is appropriate to employ a research design and method that is largely informed by qualitative approaches as explained earlier. After all, qualitative approach focuses on reaching an understanding of the research topic, or providing a picture of reality instead of plainly forcing it into quantitative

perspective. The qualitative oriented methods used in this study for collecting and analysing data included among others, photographing of posters, brochures and billboards to obtain secondary data, using a digital camera as research instrument; Conducting semi-structured interviews and focus group discussions for obtaining primary data, using an interview guide. These methods and techniques are discussed fully preceded by the discussion of the notions of population, sample, and sampling. Figure 4.1 below shows a diagrammatic representation of the research design:

Figure 4.1: Diagrammatic representations of research design and methodology



4.2.1. Population and study area

Population refers to an entire group of individuals, events or objects having a common observable characteristic. In other words, population is the aggregate of all that conforms to a given specification. It is perceived as a critical aspect of any research study (Mugenda & Mugenda, 2003). The implication is that, any research problem of a study would need to relate to a specific population. In which case, the population involves the total collection of all units of analysis from which the research draws specific conclusions (Welma *et, al*, 2005; Creswell, 1998). However, members of a given population may be human or non-human. Mambwe, (2014) aptly contends that the term “population” takes a new meaning when it comes to issues of study population in

research. The meaning may be different from the traditional sense that refers to people only. This means that, a population in research need not necessarily be people.

Generally, when research is conducted to investigate a research question, data is collected from the ‘respondents’ or ‘subjects’ of the enquiry. However, it is often impractical to select a representative sample from the ‘target population’ because it may be difficult to identify some individual members. In most cases, the number of members of a given population may be large or may be scattered over a wider geographical area as is the case with the current study. As a result, researchers draw samples from an ‘accessible population’ which is a more narrowly defined and manageable population (Mugenda & Mugenda, 2003:9-10). This is because, in any study within the research design, there is need to specify the number of groups and participants to be used and how they were drawn from a given population.

The population for this study in terms of humans was drawn from Kalingalinga and Kabwata areas in Lusaka district. The selection of the study area was based on the fact that, there are various activities which are undertaken within Lusaka (capital city) such as trading locally and internationally. Such activities draw attention of ethnically diverse people. These people may have different orientations in terms of social behaviour. Such orientations might come along among others, with trends that might compromise or affect the social behaviour of community members. In the long run, this may have an effect on how these people perceive, decode and respond to HIV/AIDS messages.

In terms of non-human population, the texts were in form of various selected HIV/AIDS prevention campaign texts sourced from various public points as disseminated to the Zambian community through *New Start* HIV/AIDS network. The various prevention campaign modes of communication are usually put at or on strategic points, such as clinics, schools, hospitals and highways. They are produced by various HIV/AIDS advocates for curbing HIV/AIDS infection and other health service providers or business health formation partners, among them *Corridors of hope*, *Marie Stopes*, and *Society for family health (SFH)*, all affiliated to *Population Service International (PSI)*. However, in Zambia, and in terms of HIV/AIDS related and health related communication, these messages are mainly disseminated by *Society for family health (SFH)* through *New Start network* largely concerned with HIV/AIDS, providing VCT services, condom use and male circumcision to mention but those related to this study. SFH/Zambia is charged with

communications in order to disseminate HIV/ AIDS campaign messages put across for target groups (Parker, 2007). The organisation provides such services under the coordination and guidance of NAC and Ministry of health (NAC, 2014/2015).

4.2.2. Study sample and size

According to Mugenda and Mugenda (2003:10), a sample is defined as “a smaller group obtained from the accessible population.” The accessible population provides a sample and each member or case in the sample is referred to as subject or ‘participant’. However, sometimes, the terms “respondent or interviewee” are used especially where human beings are samples. The sample therefore, may involve human or non-human depending on the research problem.

Deducing from the explanation given with regards to population and sample, it is obvious that dealing with all the members even of the smaller accessible population would still involve a tremendous amount of time and resources. Therefore, researchers further select a given number of members or cases from the accessible population. The subgroup is what is known as “research sample”. This subgroup or research sample is carefully selected so as to be representative of the whole population with the relevant characteristics. Therefore, what constitute a desired sample for study is a set of carefully selected members or cases from the accessible population.

For the purpose of this study, the non-human sample consisted of a total of 30 texts (i.e. 10 billboards, 10 posters and 10 brochures). While human sample comprised 26 participants. Both men and women (i.e. youths and adults aged 15-49 years). The sample was necessitated by the need for fair distribution in the study that considered multimodal resources in the decoding and interpretation of HIV/AIDS prevention campaigns communicated to the community members or the target audience. Every attempt was made to ensure relevant texts are collected for analysis and that the selected representation human sample for semi-structured interviews and focus group discussions included male and female participants.

4.2.3. Sampling techniques and procedure

Sampling is the process of selecting a number of individuals or samples for a study. It is done in such a way that the individuals or samples selected represent the larger group from which they were selected. The individuals selected form the sample and the large group from which they were

selected is the population. The purpose of sampling is to secure a representative group which will enable the researcher to gain information about a population. As already explained, when it comes to sampling, the term “population” refers not only to people, but also to non-human resources such as graphic or print or written, and audio-visual and visual/ image sources (Mugenda & Mugenda, 2003:11; Mambwe, 2014). To get a sample from a population requires the researcher to use various methods. Such methods are also referred to as sampling techniques.

In this study, purposive sampling technique was used in the selection of relevant HIV/AIDS prevention campaign texts. This enabled the researcher to access the texts that provided the relevant information for the purposes of the study. According to Kumar (2005), the power of purposive sampling lies in selecting information which enables the researchers to target and engage only texts likely to have the required information. This was important to the study because not all texts disseminated through *New Start network* might have the kind of information required for the study. Mugenda and Mugenda (2003:50) add that, “purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study.” Therefore, purposive sampling was also used in the selection of respondents or participants from the accessible population. Gender and age were considered during the selection. The sample comprised of youths and adults, male and female from age range running between 15 to 49 years. This age range is identified to be the target age group of HIV/AIDS high risk. It is within this age group that the highest rate of HIV/AIDS infections is said to occur (NAC, 2015).

The selected respondents participated in semi-structured interviews and focus group discussions for in-depth analysis and probing of issues arising from the texts exposed to them for interpretation of meaning. Consequently, participants included people from a variety of socio-cultural origins within Zambia but found in Lusaka, the heart of the nation. In order to make a relative generalisation of the whole population, participants were selected from two areas (in particular; Kalingalinga and Kabwata) within Lusaka district. For this reason, stratified purposive random sampling was applied to obtain the actual sample of cases. This type of sampling is appropriate if the purpose of the sampling is to determine variation in participants’ responses (Struwig & Stead, 2001; Mugenda & Mugenda, 2003). However, it was necessary for this study to use stratified purposive random sampling because the participants proved to be from various parts of Zambia

with divergent cultures and understanding of social issues such as HIV/AIDS related issues. They provided a variety of answers that contributed to determining the role graphic and visual modes play in enhancing the interpretation of HIV/AIDS messages by the target audience. The sample comprised 26 participants in total (13 men and 13 women). Out of whom 6 (3 male and 3 female) participated in individual semi-structured interviews while 20 (10 male and 10 female) participated in focus group discussions. The selection of samples was achieved through the help of the officers in charge of the clinics and youth organisations visited in the study areas. The officers selected male and female participants based on their availability at the time of study and invited them to participate in the study.

The texts, as already explained, were also purposively selected. The selected posters, billboards and brochures carrying HIV/AIDS prevention campaigns messages disseminated through *New Start network* were photographed, exposed to selected participants and analysed in line with the research objectives. The sample was limited to 30 texts (10 billboards, 10 brochures, and 10 posters) in order to ensure a manageable number of texts for analysis. Struwig and Stead, (2001) allude to the fact that qualitative research focuses primarily on the depth or richness of the data. Therefore, researchers generally select samples purposefully. The figure that follows, (figure 4.2) below presents a combined summary of study area, samples and sample size used in this study.

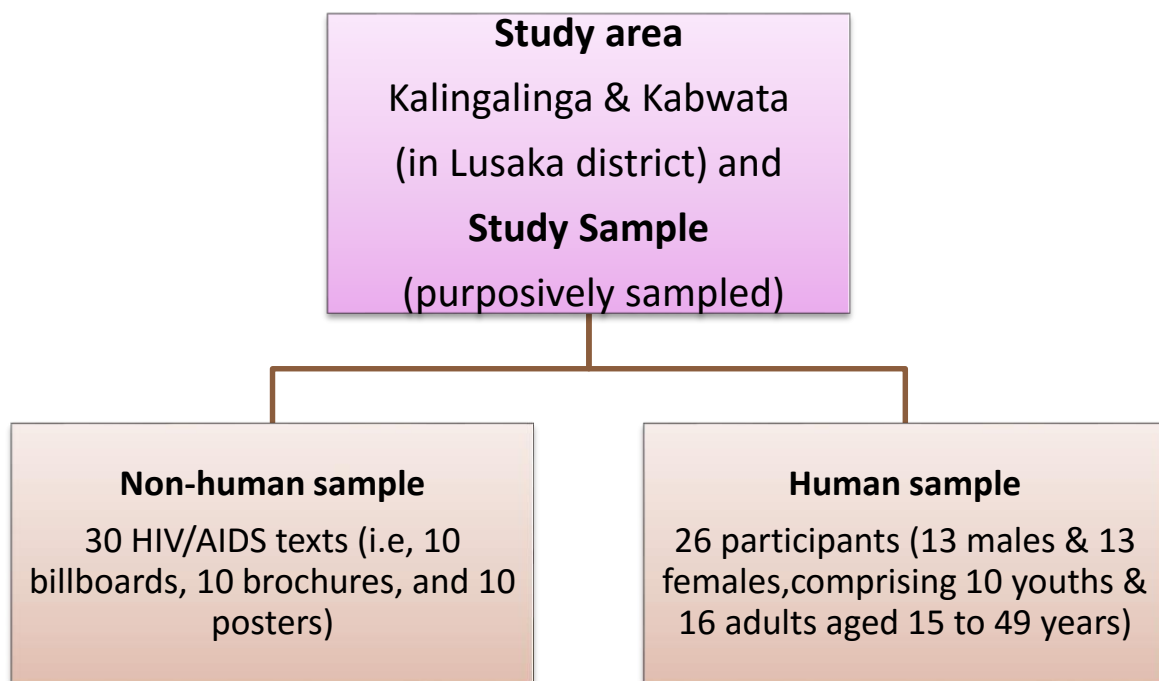


Figure 4.2: Summary of study sample and size

4.2.4. Data collection

Data in this study were collected using more than one method. Since the research relied on secondary and primary data, the secondary data were collected by means of photographing the texts for analysis, while the primary data were collected by using semi-structured interviews and focus group discussions after exposing those texts to the participants. Therefore, there was use of mixed method. Mixed-method approach according to Creswell (2003:18) is one in which the researcher tends to “base on knowledge claims on pragmatic grounds (e.g. consequence oriented, problem-centred, and pluralistic)”. It is actually the combining or mixing of methods or strategies of data collection and analysis. Some scholars refer to this method as triangulation. Triangulation is an approach that utilises multiple data sources, multiple informants, and multiple methods. It can be used for triangulation of data collection methods or data analysis approaches and so forth (Creswell, 2003). The approach is used in order to gather multiple perspectives on the same issue so as to gain a more complete understanding of the phenomenon.

In addition, triangulation is used to compare data to decide if it corroborates (Creswell, 2003; Patton, 2002) and thus, to validate research findings. Actually, it is one of the most important ways to improve the trustworthiness of qualitative research findings. It was inevitable to use mixed methods to data collection in this study because of its nature and in line with its objectives (see Flick, 2007; Mambwe, 2014). The central issue of research in this study was the role played by contents of multimodal texts in meaning making and interpretation of HIV/AIDS prevention campaign messages. The methods of data collection therefore, included among others; photographing of multimodal texts (sourcing secondary data), focus group discussions and semi-structured interviews (sourcing primary data by exposing secondary data to selected respondents).

4.2.4.1. *Photographing*

This is the act of collecting data in which a camera is used to capture the required data. The data may be captured as secondary data selected to meet the objectives of the study. A digital camera was used to photograph the HIV/AIDS prevention campaign multimodal texts for analysis within the Zambian context. Therefore, photographing was both used as a method and technique to collect

secondary data necessary for the study. The data were in form of photographs. According to Ballenger (2014), photograph can be viewed as universal tool for communication. It can be also considered as a visual medium, as an art and as scientific instrument. Therefore, photographing supports a range of social functions. For example, photographs can allow people to discover cultures, keep a memory of history and most importantly in this study; they are thought to reproduce the realities of what is obtaining of a phenomenon under study. Photos taken by the researcher are analysed and conclusions are drawn on the basis of the photo materials or contents. The researcher takes the photos which are raw material for analysis and discusses with the respondents during interviews or focus group discussions. This in turn, as evidenced in this study, brings out an infinitive number of messages and meanings which each viewer can construct for him/her self. Some of the photographs in this study were accompanied by written texts while others were not. The photographs facilitate interpretation of multimodal texts as they trigger meaning that is already in the viewers mind.

4.2.4.2. *Focus group discussions*

Focus group discussions (FGDs) provide rich data through focused discussions. The data emerge through interaction within the group, for example, sensitive issues that could have been missed out in individual interviews could be reviewed. Defined by Kitzinger and Barbour (1999), focus group discussions are group discussions exploring a specific set of issues. These discussions are said to be focussed because they place a premium in achieving a collective goal through debating a set of different questions or topics. However, they are distinguished from group interviews in the sense that they involve group interaction to generate data (Mambwe, 2014). Therefore, in FGDs, a researcher provides stimuli materials in order to encourage participants' interaction with one another as compared to group interviews where the moderator takes a lead in the interaction. The purpose of bringing people together in a group for a discussion is to gain insights into the way in which they interacts to interpret the phenomena under exploration (Lindlof & Taylor, 2002). Besides, in a group, people develop and express ideas they would not have thought about on their own. A researcher facilitates these group discussions according to an interview guide similar to that used in semi-structured interviews (Greenbaum, 1998:2-3). The focus group needs to be of a manageable size in order to encourage participation.

In this study, four (4) focus group discussions were conducted. These FGDs comprised five (5) participants per group. Participants in these discussions were grouped by age range (i.e. 15-24; 25-32; 33-40, and 41-49 years) and, gender (5 male; 5 female; 2 male, 3 female; 3 male: 2 female), respectively although they were not familiar with one another. However, they participated actively as they felt the problem under discussion was a concern of every person regardless of any background. FGDs were chosen as primary data collection strategy to reproduce target audiences' discourses about HIV/AIDS in normal peer group discussions. The discussions helped reaffirm target groups' ability to interpret meaning from given texts. The rationale behind using FGDs is that a discussion is prompted around the topic at hand and respondents are able to verbalise their interpretation of the phenomenon under study in a natural way. For example, expressing their perceptions, experiences, current knowledge, reactions and suggestions freely, a situation that would not be possible using other techniques such as those requiring observation and questionnaires (Muhammed, 2008). The focus group data were collected using semi-structured, open-ended questions for discussions (Morgan, 1998). Besides, when using semi-structured, the process of repeating the same questions to more than one group of respondents enables the researcher to validate the answers obtained thereby, validating the data.

4.2.4.3. *Semi-structured interviews*

Semi-structured interviews involve a number of open-ended questions based on the topic areas that the researcher wants to cover. The open-ended nature of the questions posed defines the topic under investigation, but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. Thus, as the interview progresses, the interviewee is given an opportunity to elaborate or provide more relevant information if he or she opts to do so. The method relies on an interview guide instead of an interview schedule, such as would be used in structured interviews. An interview schedule is an explicit set of instructions for the oral administering of questionnaires, while an interview guide facilitates certain topics of discussion without the full control that the structured interview requires (Du Plooy, 2002:177). Furthermore, semi-structured interviews allow the researcher an aspect of control and focus in an interview situation that is likened to a structured conversation, even as it allows the interviewer and respondent to follow new or unanticipated leads (Mason, 1996). The ability to probe or allow

elaboration on a topic or theme in the interview process is the strength of the semi-structured interview (Bernard, 2006).

In this study, all the interviewees purposively selected to participate in semi-structured interviews were interviewed individually. There were six (6) participants purposefully selected for semi-structured interviews these included two (2) communications officer and/or marketing officers; two (2) health service providers, and two (2) psycho-social HIV/AIDS counsellors. To enhance credibility of the data and for validation purposes, four (4) other respondents were purposefully invited for semi-structured interviews. These were selected by identifying one respondent from each of the four FGDs on the basis that during the discussions, they were able to articulate issues reliably. The interviews were audio recorded along side with brief notes taken. The notes were written down in a note book and the audio interview recordings were transcribed later on. Apparently, individual interview recorded on audio is a valid method of data collection, information or opinion gathering (Jupp, 2006).

During further probing, a free attitude interview technique was employed. Free attitude interview technique is a non-directive controlled in-depth interview used in qualitative research (Meulenberg-Buskens (1997). However, participants are often required to answer predetermined questions within a stipulated time. The idea behind is to obtain participants' opinion on a given phenomenon. Actually, when the participant is given the freedom to speak, the information obtained becomes more relevant and it allows the researcher to get more-depth information from the participants. This technique was employed in order to source suggestions on packaging of HIV/AIDS prevention and awareness campaign messages for public consumption in the future. Largely, since it was used within semi-structured interview arrangement, the method helped to source information on the intentions of the senders of messages as they use both graphic and visual images and to establish communication relations created between visual images and graphic materials.

It was found necessary to use semi-structured interviews because it rendered itself a useful tool in obtaining ideas and opinions about the packaging and interpretation of multimodal texts in HIV/AIDS campaign and awareness messages among the residents of Kalingalinga and Kabwata in Lusaka district, who served as research sample from a Zambian population. Since semi-structured interviews are context specific, it was found suitable for this study because the guide

was in the context of HIV/AIDS prevention and awareness campaigns in Zambian context. Particularly, the method sought to find out what producers had in mind as they were packaging the information with regards to social life and health matters of the people and their cultural background. It was also used to determine whether the opinion of the senders of the messages were in agreement with those of the target groups' views about HIV/AIDS messages. This was important for the purpose of involving producers and receivers of messages to have a say on the contents of disseminated materials (billboards, posters and brochures).

4.2.5. Data collection instruments

The study used both primary and secondary data collection instruments. According to Msabila and Nalaila (2013), the research instruments used under primary data collection methods include questionnaires, interview schedules or guides, observational forms or checklists, accompanied with such techniques, as interviews, focus group discussions among others, while the research instruments under secondary data collection methods are documents like journals, reports, films, videos, and photographs. In this particular study, data were collected by using the following instruments:

4.2.5.1. *Digital Camera*

The digital camera was the main instrument for research. It was used to collect secondary data in form of photographs which were captured from billboards, posters and brochures containing required texts. These multimodal texts were collected by means of photographing as a suitable technique supporting the chosen instrument to take pictures, photos or photographs.

4.2.5.2. *Interviews guide*

The interview guide was used, to conduct semi-structured interviews and focus group discussions. Some scholars observe that, interview is a research method that covers a wide array of interactions in the research setting. This may include among others, semi-structured interviews, in which there is a general script with the possibility of open-ended discussion; and highly structured, quantitative interviews, in which the interview is concise and within a pre-determined set of questions (Du Plooy, 2002:176). However, the aim of interviews is to gain insight into a matter that cannot be ascertained from written texts alone and to understand a situation from the perspective of those

involved. This implies that interviews are methods of gathering information through oral conversation or quiz using a set of planned core questions.

Interviews can be very productive since the interviewer can pursue specific issues of concern that may lead to focused and constructive suggestions (Shneiderman & Plaisant, 2005). Interview method of data collection has a lot of advantages such as those put forward by (Shneiderman & Plaisant, 2005), these include among others; **(a)** direct contact with the users, which often lead to specific, constructive suggestions, **(b)** good at obtaining detailed information and **(c)** few participants are needed to gather rich and detailed data. As already explained, depending on the need and design, interviews can be unstructured, structured, and semi structured, or may be focus group interviews.

This study used semi-structured interviews and focus group discussions. In these interviews, questions allowed the selected participants to provide their own explanation on how they decode meaning out of the HIV/AIDS campaign texts they come across (i.e. using those texts exposed to them). This implies that, data with regards to how the target groups decode the HIV/AIDS campaign messages as disseminated by the producers were collected by use of such techniques as, interviews (semi-structured interviews) and focus group discussions. This provided detailed data from respondents on comprehensive interpretation of the published HIV/AIDS multimodal texts.

4.2.6. Data collection procedure

The data collection exercise was undertaken for a period of more than four months and the procedure was as follows:

4.2.6.1. *Collection of secondary data*

Collecting of textual data or secondary data was carried out as first step by photographing relevant posters and billboards, and collecting brochures for the study. Therefore, the researcher specifically first went in the field to collect secondary data by photographing billboards, posters and collecting brochures carrying HIV/AIDS prevention and awareness messages. These were sourced from strategic points such as hospitals, clinics, VCT centres, schools and public places in Lusaka district.

4.2.6.2. Collection of primary data

The primary data were obtained by interviewing selected participants and conducting focus group discussions (as indicated in *figure 4.1* above). The researcher conducted semi-structured interviews with the participants purposively selected to take part in the study. This enabled the researcher to collect information concerning the packaging, intention, and decoding of the texts and their accompanying semiotics under analysis. The human sample for semi-structured interviews and focus group discussions respectively consisted of twenty-six (26) respondents. These were within the age range of 15-49 years. The selection was done with the help of officers in charge of the institutions visited by the researcher within the selected research area. The research areas visited included Kalingalinga and Kabwata of Lusaka district (see *figure 4.2* above). The purpose of the research was explained to the concerned participants who gave consent. The consent forms were signed by the in-charge and research participants to provide permission and consent to carry out the study (see appendix 1).

To obtain the primary data, the photographs (secondary data) were shown to the respondents. Thus, four focus group discussions were conducted for obtaining primary data. The composition of these FGDs groups was five (5) participants for each group, age and gender were considered. During such groupings, same photographs or texts under analysis were exposed to participants or respondents of each group in order for them to interpret the meaning of the messages. Each group was asked similar questions in order to obtain authentic data. Those questions triggered the discussions as they were asked in relation to the research objectives (appendix 2). Approximately, 50-60 minutes were taken for each discussion to last. Respondents were then encouraged to express themselves freely as the discussions were going on. The FGDs were audio recorded, at the same time, notes were being taken. Similar questions and texts were used for the semi-structured interviews which were equally recorded. Of course, consent was sought from the participants before recording them.

However, scholars like Moody (1985) observed that when interlocutors realise that they are being recorded, they tend to be conscious of all they say instead of having the discussion progressing naturally, the setting becomes unnatural. Nevertheless, Mambwe (2014) argues that this is not always the case, particularly, when the discussion is long and interesting; participants tend to forget that they are being recorded. True to this observation, participants at times do forget that they are

being recorded. In this study participants unconscious of recordings discussed the topic in question freely. The discussions were interesting and long enough to sustain their interest on the topic.

4.3. Data analysis

The purpose of data analysis is to build up a scholarly discussion in order to draw meaningful conclusions. The process is an attempt to organise, account for and provide explanations of data in order to create sense out of the data at hand (Blaxter *et al* 2001). Apparently, in qualitative research, data collection, processing and analysis are intertwined as Nieuwenhuis (2007:99) observes, “qualitative data analysis tends to be on-going and iterative (non-linear) process”. Actually, data analysis is cyclic because each stage of research process has a bearing on data analysis. This implies that the researcher has to constantly and consistently refer back to the stages of research in the process of data analysis. This is supported by Creswell (1998:142) who states that “to analyse data the researcher engages in the process of moving in analytical circles rather than using a fixed approach.” The implication is that the researcher enters with data or text or images (e.g., photographs, videos & brochures) and exit with an account or narrative. In between, the researcher touches on several facts of analysis and circles round and round. This is the more reason why in the case of this study, data analysis started in the field during the data collection and continued throughout the process of the study (cf. Creswell, 2003; Mambwe, 2014).

In this study, data analysis started during the data collection exercise by arranging the field notes according to salient themes in relation to the objectives. The data were subjected to the analytical framework that supports text-based analysis. This implies that text-based multimodal discourse analysis was employed as the major approach to analysing data in this study. The analysis procedure involved three stages within text-based multimodal discourse analysis namely: description of texts; interpretation of the relationship between the discursive processes and the text; and explanation of the relationship between discursive processes and the social processes (Fairclough, 1995). Preceding the outlined procedure is the highlights on the benefit to exposing multimodal texts to content analysis.

The contents of selected posters, billboards, and brochures were subjected to content analysis in order to identify the specific HIV/AIDS prevention campaign messages and related themes. This type of approach to analysing multimodal texts helped to determine packaging relationship of

information in HIV/AIDS campaign texts and also to identify elements within the texts that may enhance or constrain decoding or interpretation of the message by target groups. According to Kombo and Tromp (2006:120), “content analysis examines the intensity with which certain language has been used”. It systematically describes the form or content of written and/ or spoken material. The presence of both written texts and graphic, images and other symbols, are not spared in this arrangement. In this case, interpreting meaning or constructing meaning from a given text, may depend on the organisation of the contents of a given text and probably the frequency with which a symbol, image or idea appears. The positioning of elements of the text in multimodal text may be an important element in the interpretation of texts and in attaching meaning to a given text. The way ideas, images and symbols appear in a text may be a measure of importance, attention or emphasis for the target audience to get the information disseminated to them.

4.3.1. Subjecting the texts to multimodal analytical framework

The texts under analysis were subjected to the analytical framework as employed in the study in order to provide or generate meaning out of the texts. The TB-MDA approach was used to analyse the metafunctions of language and other social semiotics present within the cohesive register which includes: Ideational or field, Interpersonal or tenor and Textual or mode. Explanations in terms of the relationship between the discursive processes and the social processes as well as the implications for the HIV/AIDS awareness campaign messages were done with respect to the objective of the study. Emerging themes or conceptual patterns in the context such as identified dominant discourses which included power relations and ideologies underlying messages in the discourse contained in HIV/AIDS texts were also addressed. Such issues shape the society whose norms and values are communicated to the members through various communication modes produced in social contexts. These modes of communication have now been modernised and advanced with the advent of technology. They include a combination of written and visual images working together to bring the realities of the problem at hand. Besides, world over, societies have become more technological and multimodal, and consequently communication has to be adapted to the new changes (Kress & van Leeuwen, 2006).

The aim of the analysis was to gain understanding of the role played by a combination of graphic modes and visual modes in enhancing the interpretation of messages produced for HIV/AIDS prevention and awareness campaigns. The analysis was not interested in measuring the impact.

Instead, it was meant to identify and understand the multimodality of HIV/AIDS messages, and to discover the dominant discourses that are meant to warn the audience in the fight against the spread of HIV/AIDS. How the multimodal texts are organised by the senders and interpreted by the audience, and the elements of the texts that may enhance or constrain the decoding and interpretation of the messages by target audience were put into consideration.

The increasing prevalence of texts-as-objects which use more than one mode of meaning-making i.e. multimodal texts and multimodal communication raises the necessity of readers to explore and pay attention to the texts exposed to them in their daily life. Therefore, it becomes necessary to develop new literacy in order to have skills necessary to decode the meanings in these texts. For this reason, it is necessary to analyse how the visual images and writing appear together, how they are designed to appear together and how they are read together. Such an analysis helps in the interpretation of multimodal texts to provide cohesive meaning. Moreover the increasing use of multimodal texts helps those that are not able to read the graphics. They are assisted to get the message through visual images accompanying the written texts.

Apparently, HIV/AIDS prevention campaign materials produced by various stakeholders *SFH* inclusive and disseminated by *New Start* HIV/AIDS network comprises contents specifically meant to bring about behaviour change in the target audience. In this case, behaviour change would require an approach that considers economical, social as well as literacy levels of its audience. As a result, a multimodal approach for this study is an ultimate opportunity to analyse the texts. It follows therefore, that the text-based multimodal discourse analysis used herein provide a wider context to analyse HIV/AIDS texts disseminated to the *Zambian* community through *Society for Family Health (SFH/Zambia)*'s *New Start HIV/AIDS VCT network*. These texts are regarded as social practices. Besides, the unequal power relations that may be embedded in the texts are also considered. These are viewed as huge social problems such as gender-based violence, inequality and dominance on the part of men and women in decision making with regards to health matters. Such social problems are not mere examples, but are articulated in discourses of both verbal and visual communication as observed by scholars engaged in discourse analysis (van Dijk, 1985b:6-7; van Dijk, 1993b:251-2).

Furthermore, it is important to bear in mind that in text-based analysis, the researcher considers the fact that interaction between reader and text does not occur from without. It occurs by means

of decoding. Decoding according to Halliday (1994) involves using strategies of word recognition, pronunciation, vocabulary knowledge, and the recognition of graphic, morphemic and phonemic patterns. In as far as the proficient reader is concerned, these strategies happen unconsciously. However, in doing text-based analysis, the researcher is aware that levels of meaning depend on the type of text, which can be enhanced by the readers' background knowledge of the world, of how language works and how texts work, as the recognition of discourses and ideologies. In this case, the researcher considers intertextuality and intra-textuality as important aspects in the analysis of HIV/AIDS prevention and awareness texts disseminated to the Zambian community. The researcher therefore, identifies the different discourses and ideologies underlying the messages being disseminated in the analysis of these texts. This calls a reader to apply different aspects of previous knowledge.

Notably, there are different aspects of previous knowledge that a reader may 'cue' into in the act of reading, and these may be cultural knowledge, general knowledge, specific content knowledge, or linguistic knowledge. Both intertextuality and intratextuality are important aspects in the process and in the way a reader 'fills in gaps.' These gaps are those aspects that a reader needs to visualise, infer, predict, conceptualise and imagine as the words of a text will never be able to 'tell' everything (cf. Halliday, 1994). In other words, the reader needs to 'read between lines'. This requires a reader or viewer to have critical reading skills in order to be able to identify different discourses and be able to understand all the ideologies present in the texts. The criteria that inform the analysis of print-based texts in this study are derived from Walsh (2003) who observes the similarities in the reading of print-based texts and multimodal texts. In any case, multimodal texts have been used in this study as guiding principles to identifying subjective issues in HIV/AIDS campaign texts in terms of meaning-making. Below is a summary of similarities in the reading of print-based texts and multimodal texts as derived from Walsh (2003):

Table 4.3.1: Meaning-making in print-based and multimodal texts:

<ul style="list-style-type: none">• Understanding of wider socio-cultural context.• Any text is part of a particular ‘genre’ (e.g. literary, information, media, internet, ‘game’/digital).• Reader adjusts expectations according to text type or purpose.• Various schemata are activated – background knowledge, knowledge of topic, knowledge of genre• There is an interaction between reader and text for meaning to be made. Meaning can be made with ideational, interpersonal or textual metafunctions. The reader is ‘engaged’.• Understanding and interpreting at cognitive & affective levels. [E.g. literal, inferential, critical responses, empathising, analogising]• Understanding, analysing and critiquing ideologies, point of view, ‘positioning’.• Imagination can be activated.• Information can be obtained.• There is a specific context, discourse and coherence.• Skills specific to each type of text need to be activated by the ‘reader’/viewer [e.g. aesthetic/efferent; predicting or scanning/skimmming]

Source: Reading and Multimodal texts: How is ‘reading’ different? Maureen Walsh (2003)

The outlined processes above are all part of meaning-making and form the basis for the text-based multimodal discourse analysis in this study. Meaning-making is the core of reading behaviour, as well as all communication. In this case, the processing of HIV/AIDS texts analysed in this study depended on each type of the text, its underlying purpose and a determination of the audience’s interpretation purposes.

As already mentioned above, the main steps taken within text based multimodal discourse analysis are elaborated in figure 4.3 below:

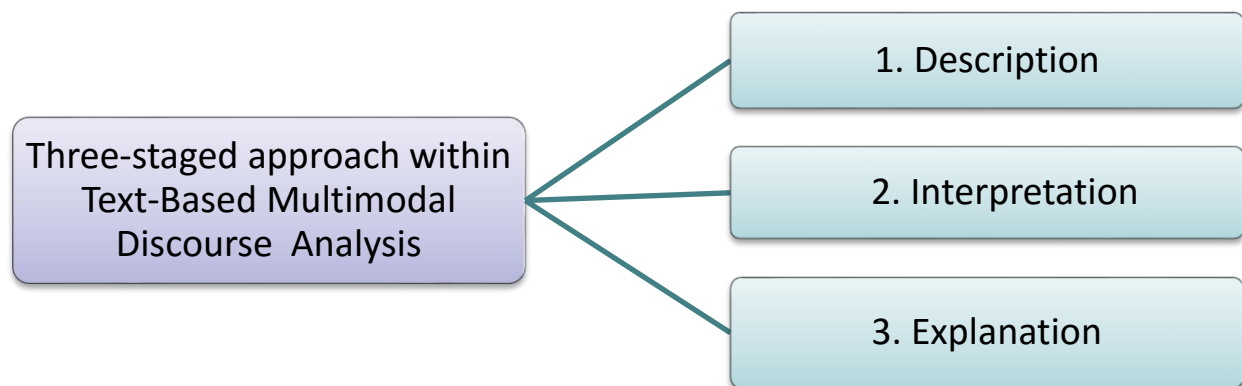


Figure 4.3: Main steps within Text-Based Multimodal Discourse Analysis approach

4.3.1.1. *Description of the texts: written/graphic and visual data*

Generally, it is observed that there are two kinds of texts that can be used for analysis, the first are texts that are made in the process of research (such as, interview or focus group discussion transcripts) and the second are texts that have been produced for other purposes such as, corporate memos, newspapers and forms of media, which includes billboards, brochures and posters, to mention but a few (Bauer & Gaskell, 2000). Bauer further explains that all forms of texts may be collected and analysed to provide answers to a researcher's questions. In this study, both kinds of texts were made available by first identifying the materials to be used in the study; selecting the most relevant ones that ultimately constituted the corpus for analysis. The corpus included 10 billboards, 10 posters and 10 brochures all carrying HIV/AIDS prevention and awareness educational campaign messages. The idea was to analyse the interaction between the textual and visual information as they are organised in HIV/AIDS messages in order to establish their communicative value. This in turn would enable the researcher to determine whether the presence of graphics and visual images constrains or enhances the interpretation and decoding of meaning by the target groups in the process of meaning-making. However, not all the corpus in their entirety was used for detailed analysis. The analysed texts consisted graphic and visual images related to HIV/AIDS prevention educational campaign messages.

The texts identified (secondary data) that had both written texts and visual images communicating issues of HIV/AIDS prevention and awareness messages were exposed to the respondents who provided responses guided by the objectives of the study. This generated primary data which led to meaningful interpretation. Themes were identified in this stage. Therefore, this stage involved the process, of identifying, arranging and describing data in terms of metafunctions of language; text and intertextuality; text coherence and cohesion, and design features of the texts. These were in relation to HIV/AIDS avoidance and responsiveness and, as dictated by the objective of the study. The treatment of texts in this manner helped the research to discover that most of the HIV/AIDS prevention texts selected for the study consisted of messages that have to do with the following: Male circumcision; abstinence and being faithfulness to one sexual partner and consistency and correct use of condoms (ABC) approach to prevention; Mother-to-child prevention; Gender-based violence and HIV/AIDS ; Kicking out stigma and discrimination of

people living with HIV/AIDS (PLWHA), and Reduction of multiple sexual partners. These themes require meaningful interpretation.

4.3.1.2. *Interpretation*

The interpretation of the relationship between the discursive processes and the text involve the relationship between the discursive processes and semiotic processes of the text. This relationship exists in order to attach meaning to the text as understood by the intended audience. The discursive processes refer to the styles of writing or speaking. In other words, it is the way of presenting the information to the intended audience. On the other hand, semiotic processes that may govern interpretation of texts refer to how meaning-making systems relate within the process of constructing meaning in particular information. In this study, the information is in form of a combination between textual and visual images. The interpretation therefore, was done in such a way that considered semiotic modes, process and their discursive relationships. During this stage, respondents were asked questions pertaining to the way they decode the semiotic texts in line with the set objectives. This led to explanations of the texts with reference to their organisation and in respect of linguistic contents and social context and their presentation of sense to the audience (Halliday, 1985; Kress & van Leeuwen, 1996/2006).

4.3.1.3. *Explanation*

Explaining the relationship between discursive processes and the social processes involves paying attention to texts as they are used to communicate social issues in real time. Social issues sometimes prove complex such that, communication that relate to them does not need a single mode of communication. As such, the multimodal approach to data gathering and analysis of multimodal texts helps to gain a better understanding of social problems that are communicated through multimodal texts. After all, social problems such as HIV/AIDS may be constituted in discourse with power relations and are grounded in social practices. The concrete issues presented using multiple modes in multimodal texts and the relevance of the text in relation to social and historical discourses require multiple explanations (Gee, 1996). This observation is supported by Koller (2004) who adds that texts need to be studied in relation to conditions of production, reception and distribution which correlate with description, interpretation and explanation, as discussed above.

Besides, discourse in society is among the means by which society and culture are constituted. This means that society and culture are constituted in the material products of the society (Scollon & Scollon, 2003). In this case, exposing the texts under analysis to respondents helped in the process of construction of meaning in social context. The respondents responded to questions pertaining to their decoding of the HIV/AIDS campaign texts in relation to set objectives. This process was achieved through conducting focus group discussions, semi-structured interviews and subjecting the texts to multimodal analytical framework. This also helped the researcher to establish the target audience's interpretation of the semiotic modes used in HIV/AIDS prevention and awareness campaign texts.

4.4. Ethical considerations

Since the study incorporated purposively selected participants for interviews and focus group discussions to supplement the text-based data, the researcher was able to seek permission from relevant authorities through the supervisor who authorised the commencement of the study. The purpose of the study was made known to participants who were assured of maximum confidentiality. This is in agreement with Kombo and Tromp (2006) who emphasise the fact that a researcher requires a research permit before embarking on a study. Additionally, owing to the nature of this study and the fact that the research did not deal with HIV-status disclosure, but sourced information about the interpretation of HIV/AIDS messages, there was no problems in terms of collecting data using focus group discussions and semi-structured interviews.

4.5. Summary of chapter

This chapter has provided the details of the research design and methodology followed in the study. It has provided elaborate information to demonstrate that the research design and methods of collecting data are all informed by qualitative research approach. The text-based multimodal discourse analysis analytical approach to analysing data has also been explained as used within the explorative research design. The methods of collecting data included photographing of posters, billboards and collection of brochures with HIV/ AIDS prevention and awareness messages as secondary data; conducting semi-structured and focus group discussion interviews as source of primary data as well as part of the processes of analysing data.

The next chapter is meant to present and discuss the research findings gathered from the data on selected HIV/AIDS posters, brochures and billboards carrying prevention awareness messages disseminated to the *Zambian* community. The chapter focuses on the interaction of multimodal texts in HIV/AIDS educational messages.

CHAPTER FIVE

INTERSEMIOSIS IN HIV/AIDS MULTIMODAL PREVENTION MESSAGES

5.0. Introduction

This chapter presents and discusses research findings on the interaction between textual and visual information in HIV/AIDS prevention and awareness campaign texts disseminated to the Zambia community. The chapter focuses on the organisation of graphic and visual semiotic material in HIV/AIDS prevention texts produced by various stakeholders, but disseminated by *Society for Family Health's New Start HIV/AIDS communication network*. In particular, the chapter shows how producers of messages use different semiotic resources to package information in communication modes such as posters, brochures and billboards. Given that at times different or same message may be presented differently depending on who produces it, and which mode was used, the chapter shows how target audiences are guided to arrive at meanings by different modes or elements within the text. The chapter also demonstrates how meaning is created through the use of multiple modes of communication as opposed to language alone. The findings are presented in relation to the objectives of the study. Provided below is a transcription guide for primary data obtained through focus group discussions and semi-structured interviews.

Table 5.1: Transcription guide

Symbol/Acronym	Meaning
P-FGD	Participant (s) in focus group discussions
P-SSI	Participant in semi-structured interviews
[]	Researcher's translation
Italics	Italics used when word or phrase used is from a language other than English

5.1. Modes of communication, text and coherence in HIV/AIDS prevention texts

The data analysed show that HIV/AIDS messages are communicated through the use of posters, brochures and billboards among other modes of communication used in prevention and awareness campaigns in Zambia. These modes can be used to present the same messages but differently constructed in order to avoid the message being monotonous and too familiar to the target audience thereby losing its effectiveness. Consider figures 5.1 and 5.2 that follow: Figure 5.1 advocates knowledge of HIV status while figure 5.2 carries the same message in form of information offered to the public on wide spread of HIV counselling and testing services.



Figure 5.1: Graphic mode advocating knowledge of HIV status

Figure 5.1 is a poster message advocating knowledge of HIV status. The text is written in bold letters and the main concern and overall message is HIV, which is highlighted in red colour to attract the attention of the audience. The figure also, is suggestive of the idea that one of the starting points in HIV/AIDS prevention is knowledge of status by taking a step, going for voluntary counselling and testing, as suggested in the guide: 'Know your HIV status'. The same idea is presented in form of an offer for HIV testing and counselling (HTC) services to the public as illustrated in figure 5.2 below:



Figure 5.2: Graphic and visual mode advocating knowledge of HIV status and HCT

Figure 5.2 advocates knowledge of HIV status in form of an offer of information to the public as announced, 'Reaching everyone, everywhere with HIV counselling and testing services'. The text is accompanied by a red ribbon placed on both the upper left and right corner of the billboard while the main message is in black and bold letters. The red ribbon in Zambia is popularised as a symbol for 'knowing one's HIV/AIDS status.' Therefore, its use on the billboard coheres with the notion 'know your status', although it is not overtly pointed out. A reading path is established starting from the red ribbon (on the left) which is considered in the analysis to be *given* (familiar to the viewer) information, that is, it is an understood departure for the viewer. The reading path continues by focusing on the message in the centre with black typeface. The *centre* being the nucleus of information on which marginal elements depend, the message is also crucial in explaining the *given* information. The reading path proceeds to the ribbon on the right which is considered as *ideal* and *new*. Similarly, the red ribbon on the right can be seen as *ideal* and *new*, and as the viewer follows the established reading path (left to right) it gives way to the *new* and *real* (represented by the lower section of the horizontal axis), that is the logos for NAC, Ministry of Health and UNFPA, as partners in sponsorship and production of HIV/AIDS messages and services. The real given and new messages (logos) are meant to authenticate the message being communicated to the audience. Notably, both figures (figures 5.1 & 5.2) have no specific audience, they are meant to urge the general public to know their HIV status and to be aware of the availability of the HCT service to everyone. Thus, the two modes as presented in figures 5.1 and

5.2 carry the theme of knowledge of HIV status but packaged differently. This message is seen as vital in the prevention of new HIV infections.

In connection to the two figures above, one of the respondents commented as follows:

These messages are demanding that we know our HIV status and that HIV/AIDS counselling and testing is offered everywhere by ministry of health. Actually, whenever you see such messages on posters and billboards, especially where there is a red ribbon, know that the message is about HIV/AIDS and your health (P-FGD, extract 1).

In the extract, it can be discerned that the audience appreciate the packaging of the information and relate all they see to make sense of the text. For example, the construction: “...where there is a red ribbon, know that the message is about HIV/AIDS and your health”. In terms of intertextuality as observed in the respondent’s statement, the respondent uses prior knowledge about the red ribbon to decode the meaning of the message presented. The figures also combine the idea put forward by Jones (2012) that one of the fundamental principles of discourse analysis is that discourse includes more than language. It also involves things such as non-verbal communication, images/imagery, symbols, body language, celebrity/prominent figures, gestures, gaze and colours. The presence of the red ribbon, for example, engages the reader’s mind to frame the meaning of the message in relation to HIV/AIDS and health matters. Although MDA focuses more directly on such modes that use more than one mode or semiotic modes in a single communicative event, some modes of communication in this study may be limited to graphic alone or may have multiple modes as seen above, but the point is that, they all aid in enhancing the interpretation of meaning in the process of meaning making in one way or the other.

The findings show that in any text, different modes have different sets of ‘meaning potential’ that allow readers to take different kind of actions. For example in figure 5.1 above, the producer simply sends the message, “Know your HIV status”. At first glance, the question may be, ‘when should one know his or her HIV status, is it now, before or after being infected by the virus? In taking action to respond to this message, one may either be relaxed or take quick action to go for voluntary counselling and testing (VCT). However, the point is that, in written text and spoken language, information is presented in a sequential way governed by logic of time. Figure 5.1 above strategically does not extend to show when to know ones’ HIV status in its effort to promote the

ideology of individual knowledge of one's HIV status. This in the end may evoke different meanings governed by logic of time. This finding is supported by (Jones, 2012) who observed that the author or speaker manipulates the order and speed at which information is given out, possibly withholding certain facts until later in the text or conversation for deliberate purposes.

The poster messages above are plain and simple but present eye catching graphic modes of communication which carry authority to warn the audience, and demand that they take a stand to know their HIV status. The posters are eye catching owing to the use of colours. Colours are used in advertisements to achieve special effects with regard to the symbolisms associated with them. Colour appeal is used to create a pleasant and engaging feeling about the advertised product (in this case, the HIV Counselling and Testing Services). The intended message is that it is important for one to know his or her HIV status. Such knowledge help to free the mind and safe guard own life and the lives of others against HIV infections.

Furthermore, the study established that the use of simple and straight forward language makes the message accessible to many people in the public domain. Besides, communicating the exact message intended for the beneficiaries makes it easy to decode the message and to take appropriate action. The texts directly informs and appeals to the masses about HIV/AIDS and explicitly invites the public to get to know their status in order to take appropriate measures to avoid new HIV infections whether found positive or negative. The key area of concern in the text is easily and visibly identified, as emphasised by the capitalisation of the text, and highlighting the key concern: 'HIV'. The word 'HIV' is written in red colour to portray the idea that HIV is dangerous, and remains a major concern of the message. The red ribbon also accompanies the print in figure 5.2 to reinforce the idea being communicated.

Noted in this study is that, multimodal texts cuts across language, to encompass other semiotic resources such as images, colour, and many more. Consequently, for any text to be meaningful, its components have to be related to each other. Therefore, in this study the clauses and images need to hang together to be deemed coherent. The function and purpose of the text as established is to beseech the audience to go for VCT as observed by one responded: 'These posters are informing us to go for VCT' (P-FGD, extract 2). The audience is able to identify the function and purpose of the message through the way the text is arranged. This finding is in conformity with Halliday

(1994) who holds that information and content packaging concentrates on function and purpose of the text.

The function and purpose identified in the above texts is demand for action and offer of HIV/IDS information and services to the general public. In figure 5.2, an announcement is made in form of offering the information to the public. In this case, the two texts illustrate a point that items can stand alone or they can combine with each other to create a cluster. These clusters are logical grouping of components with particular communicative functions on multimedia layout (Baldry & Thibault, 2006; Vorvilas, 2014). Furthermore, data show that for the campaign to gain utmost effect, it is important to ensure that information offered to the audience is coherent. Coherence forms the sub-surface of a text, which acts as a blueprint for meaningful texts in terms of concepts, relations among items and how this relates to reality. According to de Beaugrande and Dressler (1981), texts need to be structured in logical sequence, while images are structured in logical space. Both text and image are considered as whole part in order to arrive at the intended meaning and their relationship contributes to their meaningful interpretations. For example, *figure 5.1* above demonstrates coherence, as observed by the use of a possessive pronoun ‘your’, which serves as a cohesive tie. Cohesion is related to ‘semantic ties’ within the text whereby a tie is made when there is some dependent link between items that combine to create meaning. In accordance to Halliday and Hassan (1976), a text is a semiotic unit of meaning which has clauses that are contextual properties that hang together in order to make available the intended meaning. The examples above, therefore, position a text as any passage of coherent linguistic or non-linguistic communicative resource, which is a meaningful passage of message that hangs together.

5. 2. Meaning-making through intersemiosis in multimodal HIV/AIDS prevention texts

The study has gathered that in packaging information, the interaction of modes in texts contributes in the meaning-making process. Consider figure 5.3 below which illustrates various modes of HIV transmission, in relation to HIV/AIDS prevention.

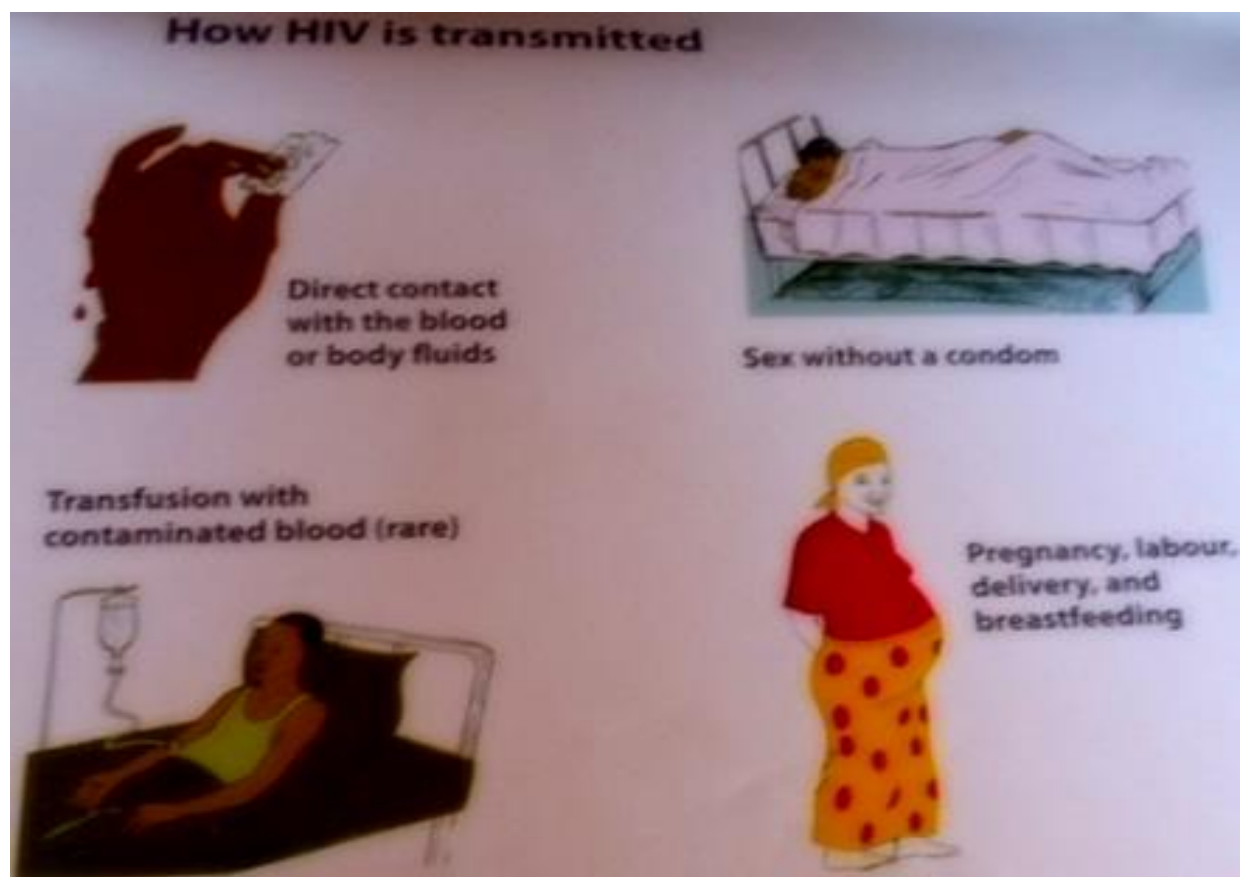


Figure 5.3: Various modes of HIV transmission via contact with some body fluids

The figure above communicates HIV/AIDS messages using corresponding visuals with narratives. The figure has the caption 'How HIV is transmitted', and carries prevention campaign messages directed at educating the audience on the modes of transmission namely direct contact with blood or body fluids; transfusion with contaminated blood (though rare); sex without a condom, and pregnancy; labour, delivery and breast feeding. The brochure is a-four- in-one medium targeting a wider audience of men and women inclusive of age range 15-49 years old. The elements of the brochure are presented in a spatially and balanced manner to allow the audience relate the text and accompanying narratives. According to this data, knowledge of how HIV is transmitted is one of the starting points in raising awareness on HIV prevention. The data also suggest that HIV is mainly transmitted through contact with contaminated blood in any situation that exposes a person to vulnerability of HIV infection.

In terms of composition of information value, the data above (figure 5.3) also exhibits one of the semiotic potentials of visual framing, where the salience system is realised through salience

features. The semiotic potential of visual framing is the separation of elements by frame-lines, pictorial framing devices, and empty spaces, accordingly, as exhibited in the data above. In fact, salience attracts the reader's attention through the semiotic resources of position, size, tonal value or colour, sharpness and so on as supported by van Leeuwen (2005). Evidently, figure 5.3 present on the top left corner, a hand lifting a razor blade illustrating transmission of the virus through use of sharp instruments. The message put across is about avoiding direct contact with infected blood or body fluids as these may lead to being infected with HIV. For example, being tattooed using the same razor blade with a person who is infected may cause infection on the part of the non-infected. This is common when people visit the traditional healers. The image warns the audience against tolerating practices involving blood or body fluids.

The down left corner has a person receiving blood through transfusion. The audience is able to evoke hospital frames associated with hospital scenario of a man on a hospital bed with a 'bottle of a drip' connected to his hand. This suggests that the man is receiving foreign blood through transfusion. The public is made aware of the risk of getting infected blood and forewarned of the risk behind it. This may help the audience to appreciate the importance of ensuring that blood given to anyone is supposed to be examined and certified free of HIV infection before transfusion is made.

On the top right corner is a couple lying in bed and possibly having sexual contact, a representation to alert the audience to safeguard their lives from HIV infection by not having sex without a condom. The producer seems to be culturally sensitive by not showing the nakedness of the couple and the exact act of having sex without a condom. However, it is clear that the intended message communicated is to warn against having sex without a condom. This is because the producer uses the white linen for the beddings as he or she illustrates the point, evoking the wedding frame in the mind of the audience. The use of white linen on a bed, mostly in African society, symbolises the wedding night as well as the onset of sexual relations. However, the idea of condom use as presented here does not take into account HIV free couple who may know their status and are ready to have children. This message may therefore, be meant for couples whose HIV status is unknown but is generalised. The challenge may be that, in as far as marriage is concerned in an African set up, procreation is given first priority, as such, the question that may arise would be: 'Are condoms culturally accepted in an African context where marriage is seen as a source of

procreatin?’ The answer may be two-fold, ‘no’ or ‘yes’. This is because, by the passing of time, and with challenges of HIV epidemic, condoms may be accepted or not, depending on considerations that may be made in terms of cultural flexibility in the face of HIV/AIDS as life-threatening situation.

Yet on the down right corner is a pregnant mother as representation to educate women to safeguard their unborn babies against HIV infection. The producer uses an image of an ordinary woman who is simply and respectfully dressed in accordance with the cultural outlook of a pregnant woman in Zambia. A cultured woman is expected not to directly expose her pregnancy, but cover her body with ‘chitenge’ material. The dress code itself helps the audience to identify themselves with the message expressed. To concretise the message, the producer chose to use illustrations in social context that are clear and easy to understand. This finding is supported by Coffin (2001) who maintains that one of the features of SFL is that it helps to explain the interrelationships between culture, society and language use. The target group is assisted by written or spoken language that provides information or instruction about a topic or issue at hand, expressed in the visuals that are produced in social context.

In as far as decoding of packaged information is concerned, most of the respondents during focus group discussion observed that efforts are being made to ensure the public is made aware of the dangers of HIV/AIDS; how it is transmitted, and how it could be prevented. Nevertheless, the problem is that, people do not adhere to all they say, see and hear. Designers of messages try their level best to present messages with direct link to some of the realities of life in society as acknowledged by one of the respondents in the interview extract presented below:

The presentation of various modes of HIV transmission via contact with body fluids in the images above shows that some HIV awareness information is organised in such a way that enable us understand the messages being communicated. By leaving space and linking each image and its explanation to real life situation, we are able to appreciate the various messages presented on a single sheet especially that the information is in connection to what happens in our social lives. For example, we normally exchange razor blades at the expense of our health (P-FGD, extract 3).

As observed above, the findings from FGD show that there is a link between the composition of texts and what happens in society through representations of real life situations. The audience is able to appreciate the messages that are prudently linked to real life situations. Such links help the

audience in the process of decoding messages communicated to them. For example, drawing on the provided information on the communication mode above (figure 5.3), one is able to deduce that a common trend still exists among society members to have HIV infection transmitted in various ways, knowingly and unknowingly, through such modes as those presented in figure 5.3 above. Care must be taken to safeguard one's life and those of others from contracting the virus because; as demonstrated by blood oozing from the hand, caused by a razorblade as a prototype example of sharp instruments that may aid transmission of the virus, if used carelessly. Such traditional practices as tattooing may be potential sources of infection. Especially if performed on groups, and if the successive use of unsterilized equipment such as the razorblade and needles are used between patients. Such a practice exposes subsequent patients to the bodily fluids of previous patient. This finding is also held by Sahara (2013) who observed that one must consider the possibility of traditional healers being themselves infected with HIV. This implies that even traditional healers might act as a source of infection if they, for example, have open wounds.

The data have also shown that HIV prevention communication is a broad based set of communication activities that consider the implications of all aspects of HIV transmission and risk of HIV infection. Clearly, figure 5.3 has presented texts meant to raise awareness on how HIV is transmitted. The finding relate to Graffigna and Olson's (2009) observation that HIV/AIDS prevention communication include modes and biological risks, as well as those modes relating to communication about risk factors related to social context.

The findings also show that for the text to be meaningful and to serve its purpose, without confusing the audience, the producer balances the loading of graphic and visual modes. The designer of the text (figure 5.3) leaves enough space in between each HIV/AIDS mode of transmission illustrated to balance the text, and to avoid constraints brought about by overloading. It has also been observed that every element that constitutes a text has a role to play in guiding the audience. The visuals presented coupled with linguistic resources provide guidance in deducing meaning of the presented messages by the target audience. The packaging encompasses almost all modes of transmissions and the message cuts across, concerned citizens who are supposed to safeguard their lives and those of others against HIV/AIDS infection. The texts are written beside the images to describe what each image is all about. This implies that the linguistic modes used clearly interact to elaborate on the non-linguistic modes or vice-versa. This arrangement enables

the viewer to be able to relate the image and text in order to deduce the meaning of the message being communicated. This observation is in concord with Kress and van Leeuwen (1996/2006) who hold that balance involves the equalisation of elements in a work of art, where elements may be organised into symmetrical, asymmetrical or radical patterns for the audience to appreciate the relevant connection. Besides, the text also demonstrates the existence of elaborative relations through exemplification. This is supported by Halliday (1994) who observes that in exemplification, image exemplifies text or text exemplifies image where, for example, in the first image on figure 5.3 above, the razorblade held by a human hand generally represents a class of sharp instruments that should be avoided in the prevention of HIV infection.

Furthermore, data shows that by presenting relevantly connected elements in the text, the producer respects the principle of appropriateness. The designer appropriates the many segments of the messages in the brochure through balancing as already stated. This helps the viewers to follow the message easily. The linguistic and non-linguistic elements of the brochure message logically interact; thereby assisting the audience in understanding some of the common ways by which HIV is transmitted. The texts seem to communicate in a personal and sensitive way. This is supported by the use of real images to communicate HIV infection risks represented by real life situations. Figure 5.3 above also provide an example of coherently organised texts because of several reasons, among them is its potential, like some other texts in this study, to communicate to the audience effectively. This is supported by Kress and van Leeuwen (2006) who maintain that effective multimodal texts normally communicate a specific, clear, unambiguous and straight forward message. This, in turn, means that the elements that constitute the text should be accessible and easily understood by the target audience.

5.3. Deliberate use of images of prominent personalities

The findings show that producers of messages use a number of visual semiotics to package HIV messages for the target audience. These may include images of prominent figures in order to make the HIV/AIDS educational messages acceptable and have impact on the intended audience. Figure 5.4 below illustrates the use of prominent personalities to bring the message of HIV/AIDS prevention closer to reality.



Figure 5.4: Prominent personalities taking a lead in issues of HIV/AIDS awareness

Figure 5.4 above encourages men and women to take an active role in the fight against HIV/AIDS from the point of view of top leaders in the nation. The poster evokes positive emotional appeal. It has the image of three participants, which include two males and one female. Among them is the former Republican President of Zambia Dr. Kenneth Kaunda on the left hand side, representing political leadership. On the centre is a Reverend, representing the religious leadership and on the right is Mrs. Mizinga Melu, a prominent banker, from the corporate world leadership. The three participants are invitingly announcing to the audience, ‘HIV and AIDS are our business; we can make a difference if we take the lead.’ The message is accompanied by a red ribbon for solidarity and the abbreviated name of the sponsor of the poster for validity purposes. The main theme is to promote collective efforts in the fight against HIV/AIDS in a polite way and from all sectors of society. However, one would argue that the figures presented above do not represent the entire spectrum of the Zambian society as it does not speak to the lowly educated or people from traditional societies as the images presented depict a certain level of people.

However, the message offers positive emotional appeal. Messages with positive emotional appeal always draw attention of the target audience. This may be one of the reasons why communication campaign designers usually use an attractive spokesperson, visual images, beautiful art, popular songs, memorable words and slogans that draw the attention of the target audience. Participants in figure 5.4 are represented in realistic manner. This is supported by Vorvilas et al, (2010) who

observes that realistic images depict their elements through representations which approximate human optical perception like photographs or drawings. It follows therefore, that in HIV prevention campaigns; prominent personalities play an important role in creating a positive emotional appeal in providing awareness and for dispelling the ignorance of the public and removing social stigma related to HIV epidemic.

The data indicate that information offered as the intended message in figure 5.4 concerns the involvement of prominent personalities in the fight against HIV/AIDS. This is because; the participants depict an atmosphere of involvement directly connected to what the poster aims to project. The image and the text in this case complement each other through projection. The participants' projected ideas are represented linguistically in the primary announcement: 'HIV and AIDS are our business; we can make a difference if we take a lead'. This verbiage that accompanies the participants in the poster adds value to the decoding of the intended meaning which is, collective efforts in the fight against HIV/AIDS. This finding is supported by Vorvilas (2014) who states that in projection, the secondary clause is projected through the primary clause, which instates it as an idea.

During focus group discussion, the use of prominent personality proved to be effective in communicating the intended message to the audience. For example, gaze as a visible element on the faces of prominent figures was identified to have a role in enhancing interpretation of meaning. Most of the respondents identified themselves with the former Republican President and appreciated his efforts in the fight against HIV/AIDS as stated:

The way Kaunda and his friends are looking, you can be attracted to stop and look at the poster, and to get the message they are putting across. They are attractive and seem to talk to everyone who sees the poster about HIV/AIDS' (P-FGD, extract 4).

In the extract above, the readers or audience observe the gaze and inviting smiles of participants in the image that suggestively invite the audience to appreciate the message coming from the top leaders. Although at first glance one may wonder as to how HIV and AIDS are their business, it is clear that the image coheres with the caption accompanying it, as evidenced through the participants' gaze. Gaze involves the use of facial expressions to communicate an idea or a feeling without necessarily saying it in words. In the text above, gaze is manifested in the form of eye

contact and smiles emanating from the actors and directed at the readers who are regarded as the goals of their gaze. All the three personalities are looking directly at the reader. They are all with open lips generously beckoning ‘We can make a difference if we take the lead.’ This observation is supported by Kress and van Leeuwen (1996) whose view is that inner feelings and state of being are revealed through facial expressions.

Findings also demonstrate that cohesion exist in the use of colour as a visual semiotic. The dominant colour red, with other colours including blue and black are seen on the dress colours of the participants. The character on the centre has a red ribbon on his jacket collar and another large red ribbon is placed on the centre of the personalities in the image. The first Republican President is dressed in a red flora shirt. Words are in red and white, while those in black at the left down corner have a red ribbon placed on them. The word ‘our’ and ‘we’ and the red ribbon signals collective efforts, involvement, inclusiveness and solidarity in the fight against HIV/AIDS.

Deducing from the arrangement of the text above, it is also clear that body language is one of the semiotic devices of communication that bring reality. The participants in the caption are all “healthy-looking”; they are clean, respectable men and woman of Zambia, and are a representation of both genders. Their body language indicates their commitment and collective efforts in the fight against HIV/AIDS. They are beckoning and appealing to every concerned citizen to take a lead in the fight against the epidemic. Body language therefore, is an important visual semiotic device. The presentation of HIV/AIDS messages by “healthy-looking” characters creates a positive image that promotes hope and continuity as endorsed by one of the research respondents:

There is hope in these messages, in the past posters and billboards carried pictures of a bird and a thin person being hooked by a bird. People were scared of looking at those pictures and were afraid because the disease which was referred to as *kalaye noko* ‘go and say bye to your mother’ [the Bemba expression, which implies going back to the village and die in the presence of relatives] was fearful (P-FGD, extract 5).

The data in the extract above indicate that the audience is able to relate the messages they see daily, to the past experiences in society. For example, the expression, ‘...in the past posters carried pictures of ... a thin person....’ evidently suggesting that a sick personality, with bony, wasted body on the other hand, would create fear and even scare the readers from looking at the message being communicated. Consider figure 5.5 below:



Figure 5.5: HIV-positive person with bony, wasted/ healthy looking body (Past & Present)

The figure, 5.5 above is comparative in nature. It illustrates the past and present scenario of an HIV/AIDS patient in the quest to communicate the message of prevention and hope to the public. The image on the left is scaring to look at. It speaks of message of despair and death, as deduced from the gaze with uncertainty and closed mouth, while the one on the right is non-scaring. It speaks of hope and life as suggested by the stable gaze, brightened face with a smile. The audience is guided by body language to appreciate the message communicated through the depiction of the same person (participant) to evoke the past and present experiences in relation to HIV/AIDS infection on the same poster. The represented participant has full salience as she constitutes the whole image. This salience is increased by the size of the image in relation to the text as a whole. She is presented in a more ‘real’ manner. This is supported by Scollon and Scollon (2003:8) who emphasises that visual semiotics covers all the ways in which visual material such as signs, images, text graphics and so on, “are produced as meaningful wholes for visual interpretation” (cf. Kress & van Leeuwen, 1996). Besides, this is of particular relevance to constitutive intertextuality where messages derive their meaning partly or wholly from their physical presentation.

The data presented above implies that nowadays, the images that are being exposed to the audience are no longer threatening unlike it was in the past. This finding makes reference to Kamanga's (2005) study in which he observed that anti-AIDS posters were scaring to look at. Producers have shifted their attention from designing semiotically aggressive signs to advocating production of posters that attract the attention of the viewers. This finding is supported by Halliday's (1994) systemic orientation, which hold that visual images have meaning potential, like language as a choice, with choices operating in a particular context. In terms of intertextuality, this finding confirms Johnstone (2008) who argues that reference is made to previous events, texts or different types of discourses in which texts and other ways of talking build on other texts as discourses. Evidently, to appreciate the meaning of the texts, the audience make reference to the previous posters, brochures and billboards they had previously seen. Consider figure 5.6 below, which is one of the examples of old brochures on HIV/AIDS:

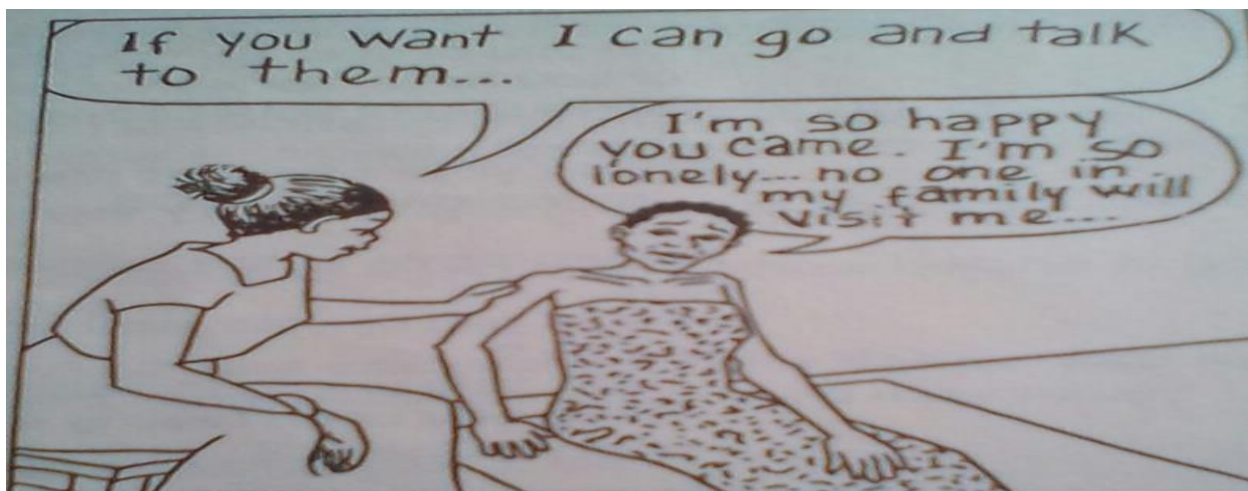


Figure 5.6: Thin looking person seemingly infected with HIV/AIDS, being comforted

In figure 5.6 above, an HIV-positive woman, who seem to have been neglected by her family members is seen being comforting by a Psycho-social/HIV/AIDS counsellor. A psycho-social counsellor is a person who provides psychological support to others through counselling for a better living. The audience is guided by the thin elongated hands and desperate look on the face of the patient to deduce that the woman is dying. Equally, the dialogue held between the patient and the counsellor whose hand is stretched toward the patient and touches her for comfort indicates that she has lost confidence and hope in her family. The patient feels comforted as she receives

psycho-social support and opens up to the counsellor who offers to inform family members about her condition as projected on the brochure, in speech bubbles as follows:

Patient: I'm so happy you came. I'm so lonely...no one in my family will visit me....

Counsellor: If you want I can go and talk to them....

The above dialogue provides evidence that people with HIV/AIDS in the past were stigmatised and their depiction were scaring. They were even neglected by their own families as evidenced in the text. In concord with Kamanga (2005), the anti-AIDS posters and billboards used in the past were a sorry sight and did not attract the viewers as further illustrated in figure 5.7 below:



Figure 5.7: Evidently HIV/AIDS infected man is seen laying on the bed and is being fed

In *figure 5.7*, a bony man is seen helpless on the bed being fed by another person. Indeed as compared to the past experiences, there was no hope for life once one was found with HIV. The scaring ant-AIDS posters such as these illustrated above were less appealing to the audience. Nowadays, the use of 'healthy' looking HIV/AIDS activists and prominent personality are of great help in communicating HIV/AIDS educational awareness messages to the general public.

By and large, people are involved in such a manner to assist create and communicate meanings to each other in various social environments. In this vein, it should be noted that the effect of society

on the way “HIV/AIDS personalities” are constructed has implications on the way communities view the issue of HIV/AIDS and interpret the texts that communicate prevention and awareness education messages. For example, since the first reported case of HIV/AIDS infection in Zambia in 1984 and following the death of one of his sons, the first Republican President has stood his ground to beckon the Zambian community members to work together in the fight against the pandemic. The text (figure 5.4) therefore, appeals to top leaders as the target audience to emulate the former republican leader and be more concerned with issues that affect the citizens of Zambia especially in the face of leaders deliberately avoiding to openly speak about HIV/AIDS. While, figures 5.5 and 5.6 confirm the notion that unlike the present day situation, in the past, once found with HIV, people lost hope for life and that the messages of HIV/AIDS were scaring.

Moreover, prominent personalities, like the colour red, are used to present non scaring HIV messages in order to attract the interest of the target audience. These, and other multisemiotic resources that position the text to have persuasive power to the audience, have been identified in this study to play a vital role in regulating scaring realities of HIV/AIDS. This is evident in *figure 5.4* above, where the first Republican President of Zambia is one of the celebrity figures as further explained herein. The study has recognized various kinds of power through which advertisements such as those on HIV poster; billboard or brochure messages may have as persuasive influence on the audience towards the communicated message as possible. Hermeren (1999) distinguishes such kinds of powers as the star power, where the product is associated with the celebrity figure, and further explains that star power leads to the paradigm shift in the consumer culture. Thus, both the youths and adult consumers of the HIV/AIDS prevention awareness messages identify with celebrities and take up the message they send.

Interestingly, most of the respondents identified the first President of the Republic of Zambia as their role model in the text above. The former president is seen as leading in the fight against HIV/AIDS. The large red ribbon placed in the centre by the shoulder of the former President indicates that the fight against HIV/AIDS is being waged from the highest leadership office of Zambia. As such it is a responsibility of every Zambian to join in the fight against the pandemic. Evidently, images and other visual modes have the capacity to form texts, complexes of signs which internally cohere with each other and externally with the context in and for which they were produced. This observation is supported by Halliday (1985) who argues that all semiotic systems

are social semiotic systems which allow negotiating social and power relationships in meaning-making processes.

The findings also indicate that although the principal announcement in figure 5.4, which reads, 'HIV and AIDS is our business' might not sound straight forward to the illiterate rural audience, it might sound rather straight forward to the more literate urban audience. In conformity with the regulative principles of textual communication which requires that a text should be used with minimum effort as Bok (2008) observes, the text provides an example of coherently packed and logically sequenced messages because of the style, layout and design collectively used by the producer that has the potential to enhance interpretation of meaning by the target audience.

5.4. Use of imagery and symbolism to communicate scare-free HIV/AIDS messages

The study has revealed that the use of imagery to present scaring messages in a non-scaring way has become a common trend among producers and designers of HIV/AIDS messages. Imagery involves language that produces pictures in the minds of the readers or listeners; whilst symbolism, one of the forms of imagery uses symbols to represent ideas. Consider figures 5.8 and 5.9 below advocating HIV prevention through abstinence and reminding the audience that HIV/AIDS is real, respectively.



Figure 5.8: Advocating abstinence through self preservation against HIV/AIDS

Figure 5.8 above is a poster that illustrates messages of HIV/AIDS prevention through abstinence for self preservation. The poster encourages the audience to consider self preservation as key in the fight against HIV. Preservation refers to keeping something in original state or good condition or preventing something from decay. In this case, the audience is called upon to prevent themselves from harms and dangers of HIV/AIDS. HIV/AIDS is perceived to be emerging as a battle that should be fought against. The poster is characterised with bold letters in black and red print, accompanied by a red ribbon, just like it is the case with the billboard, figure 5.9 below:



Figure 5.9: Reminder message to the audience that HIV/AIDS is real, it exists

Figure 5.9 is a billboard meant to remind members of the public that HIV/AIDS is real. The principal message is in form of an announcement as stated: ‘HIV/AIDS is real. Be careful with your life’. The words are written in bold letters, highlighted in blue, red and black colour, accompanied with a red ribbon, placed at the left corner, while at the far top right corner is the emblem of a particular producer of the billboard. The producer uses red colour to put emphasis on HIV/AIDS as a major concern of the message. HIV/AIDS is perceived to be real not imaginary though the realities are not outlined on the billboard.

The data above reinforced with the one from focus group discussions indicate that regardless of the foreign language (English) used, the audience is able to get the message put across because of the use of clear and easy to read type of font and colour combination, accompanied with a familiar symbol of HIV/AIDS messages, the red ribbon. This is confirmed in the comments made during discussions as indicated below:

Although these messages are in English, they look attractive and colourful. They educate us that HIV/AIDS is an enemy which need to be feared and avoided. These days the best way to stay health and avoid AIDS is by not having sex at all. You need to guard your life jealously especially if you are not married because nowadays it has become common that people demand to go for VCT before marrying someone. Some people have ended up being rejected when found with a virus; Safeguarding your life against AIDS by not having sex anyhow is good because you don't have to worry yourself, *kabili ninshi nawishiba ati tawapita nangu kumo, cinshi cakusakamana* 'Because you know that you did not pass anywhere, why should you be worried, why worry?' (P-FGD, extract 6)

As comparing and sharing thoughts continued another participant added that:

Prevention is better than cure. Better prevent an enemy from attack than looking for weapons to use in the fight. It is better to prevent anything from happening than to look for solutions after it has happened. Poster and billboard messages are necessary to keep on reminding us [people] of the dangers of HIV/AIDS, and how to avoid them. This may help some people to have positive change in their behaviours, and avoid the pandemic (P-FGD, extract 7)

In the above extracts, the free-flowing exchange of information during the discussion on prevention and realities of HIV/AIDS such as real suffering, though not directly mentioned in the texts indicate that the audience appreciates the messages. They are able to relate the content of the texts to real life issues. For example, as gathered from FGDs, in reality, it is common knowledge to have a desire to preserve value and guard life jealously against anything that could bring it to a standstill. The intended messages deduced are that HIV/AIDS is real. It does not segregate, given a chance; it can infect anyone regardless of social status. The reality of HIV/AIDS is death since it has no cure. The message behind is to warn and remind the audience that HIV is real; therefore, it should be prevented. Figure 5.8 advocates abstinence on the part of youths. As for the adults; it calls for being faithful to one sexual partner in order to avoid problems of HIV infection. This implies avoidance of premarital sex and if one gets involved, one should be faithful to one faithful sexual partner. The text is all about safeguarding oneself from sexual practices until the right time.

The study has further gathered that, to communicate scaring and threatening messages of realities of HIV/AIDS infection, in a non-threatening manner, the producers have resorted to using language characterised by symbols and imagery. They are trying their level best to package scaring

messages in a moderate way without mentioning the real dangers. Notably, in both figures, 5.8 and 5.9, the producers of the texts seem to use straight forward, but metaphorical language to present the need to guard life jealously against the enemy, HIV/AIDS. The pandemic is presented as an enemy or battle to be fought against. It is also described as real. This is highlighted on the parts of the main messages: ‘...fight against HIV/AIDS’ and ‘HIV/AIDS is real’. This is a clear indication that HIV/AIDS is not imagined. It exists and is encountered in real life situations. The consequences of acquiring it are beyond imagination.

The study identifies the use of personification and symbolism in the description of HIV, and its prevention. In personification, HIV/AIDS is given the qualities of a living being, an enemy who should be fought against. The pandemic is personified in the slogan: ‘Self preservation is Key in the fight against HIV/AIDS’. The producer evokes frames of battle in the minds of the target audience. The scaring end-result of battle experienced in real life, is warning enough, that the battle to fight against is tough, so it is better to avoid going to the battle front. The audience is also warned to guard their lives; therefore, there is need to be careful with life, as exposing oneself to the enemy is dangerous. Besides, the audience is reminded how difficult it is to have peace once one is infected with the epidemic, just like it may be difficult to retain peace when a country is robbed of peace and order. In this case, HIV/AIDS has metaphorically been seen as a battle, drawing reference from part of the slogan, ‘...fight against HIV/AIDS’. The audience which in this case, is not specified but assumed to be the general public is invited to join hands in the fight, and unity of common purpose is symbolised by a red ribbon.

Consequently, the red ribbon as visual image accompanying the slogans in both figures 5.8, and 5.9 is a symbol of solidarity with victims of AIDS. Its presence makes it easier for the audience to relate the texts to issues of HIV. The intention behind is to evoke the idea of unity in the minds of the target audience, inviting them to be committed in the fight against HIV/AIDS. Thus, both instances of imagery identify with concerned people to join the confrontation against HIV/AIDS in order to preserve life. Additionally, the capitalisation of clear, bold words highlighted in different colours attracts the attention of the audience to view the posters and billboard messages. It also places emphasis on HIV/AIDS, as a life threatening social issue, which demand for quick reaction for safeguarding life. The background to the text is clear enough to attract the attention of the viewers.

The findings clearly indicate that, to arrive at the intended meaning, association is made to the text and image, the red ribbon, which is also commonly used to advocate for ‘abstinence *ili che!*’ [Abstinence is alright] cohere with HIV/AIDS messages, as illustrated in figure 5.10 below:



Figure 5.10: Depicting red ribbon for solidarity and woman projecting benefit of abstinence

In figure 5.10, the red ribbon is depicted as a symbol of solidarity associated to the fight against HIV/AIDS. The accompanying text, ‘Play Safe-Help Stop HIV; Play your part in protecting the world around you’ aid the audience in accepting the wisdom behind considering abstinence as one way of strategic protection against HIV. A woman is also seen composed with a stable gaze, placing her hands on a pile of files, accompanied with a text ‘Your health is your wealth. Abstinence is healthy.’ Combining the linguistic and non-linguistic resources used above, it is clear that the public, regardless of educational level, is called upon to play a role in protecting life and to enjoy the immediate benefit of abstaining from behaviours that may lead to HIV infection vulnerability. The immediate benefit of abstinence is staying healthy as indicated in the text. The use of the verbal ‘voice’ through 2nd person narrator ‘you’ and possessive pronoun, ‘your’, relates the text to interpersonal meaning, which is also developed through the visual ‘voice’ recognised by positioning, angle, and perspective that provide offers and demands as seen in the positioning of the text and images used herein (Walsh, 2003).

Seemingly, to the more learned audience, these poster messages are apparent and simple and straight forward messages. The texts provide more immediate message that tell the target audience the benefits of abstaining from sexual practices, which is preservation of life through health behaviour. The texts seem to be more effective and appropriate to the audience across the ages. The use of bright colours for underlying key words and red ribbon are all in harmony to persuade the audience to stop and make sense of the messages. The messages are loud and clear, eye catching to the audience. The texts cut across all age-groups, though it is anticipated that youths would better be the more concerned in preservation of their lives. The texts are gender neutral, as HIV infection is not gender bias, it infects anyone regardless of age gender or, and social class. HIV/AIDS texts are therefore, seen as strategically packaged. Such packaging of information, where the elements are all encompassing, and persuade the audience to stop and read the message are in concord with Kress and van Leeuwen (2006), who hold that graphic and visual semiotics embraces all elements visible on a text in the process of creating meaning of the whole text.

5.5. Discourse incoherence and product awareness in HIV/AIDS educational texts

The findings indicate that among the strategies used in HIV/AIDS prevention is the promotion of condom use across the gender divide. Both male and female condoms are advertised as part of health messages. In such adverts, some aspects of discourse incoherence may exist. Consider figure 5.11 below, which advocates HIV protection through promotion of condom use:



Figure 5.11: Male and female clients accessing condoms from reliable sources

Figure 5.11 encourages the audience on the uptake of condom use. Thus, its focus is to promote condom use across both genders. The figure presents five participants, out of whom four are female and one is a male. Among the female is a nurse, identified by her white uniform, a universal dress for nurses in Zambia. The text ‘female condoms’ on the top left when read from left to right is understood to relate to the image of a nurse and a female client. The nurse is seen giving a packet of condom to a female client, as suggested by the stretch of their arms. While the same text, when read from top to bottom, relates to a man and two women on the left down corner of the medium seen interacting in what seem to be a drug store or pharmacy from which male condoms are assumed to be accessed. When read from left to right, the bottom left image where a male and female are seen accessing condoms attended to by a female relates directly to a text ‘male condoms’. Such type of packaging may confuse a critical viewer.

As Walsh (2003) observed on the way texts are read, from left to right, the findings show that the manner in which packaging of linguistic and non-linguistic semiotic resources is done can aid the readers in interpreting a given multimodal text. However, the way information about male and female condoms is organised in the text above leaves much to be desired. The viewer or reader might not know which image is related to which text. The text lacks proper visual cues which necessitate the comprehension of realistic messages. The reason may be that the producer focused more attention on the aspect of advertising the products than the intended message of prevention of HIV infection through consistency and correct use of condoms. It is therefore, important to note that discourse is not simply a representation of recited facts. In order to serve its function, discourse also must respect various information processing constraints, from both a cognitive and interactional or social point of view.

Due to the juxtaposition of images, the intended meaning may be lost. Thus, the reading of HIV/AIDS multimodal text, in this case, maybe marred by the juxtaposition and multiple layering pictorial and typographic proceedings without definite logical representation for clear comprehension in the process of meaning-making. As already observed, there is absence of proper visual cues linking the different elements of the text. As a result, the text seems to be incoherent and inconsistent. The ideas do not cohere and the facts are presented in a manner that the linguistic modes are not matching the non-linguistic modes to provide complete meaning. This might pose comprehension challenges where the intended meaning is concerned.

In any case, this kind of visual organisation creates a particular meaning that offers the idea that female condoms are scarcely found, they may be only available at the clinic. In other words, the visual image creates a sense of lacking on the part of availability of female condoms and the knowledge of how to use them. Notably, it is easy to access male condoms in any shopping outlet because they are commonly found anywhere, as compared to female condoms which are still not commonly found on the market. The intended message therefore, is to promote the correct and consistent use of condoms in the light of reducing HIV infection and re-infection. The text is about access and use of condoms where a nurse seems to provide guidance to would be user of the condom. The reliable sources such as health care facilities and drug stores are represented.

The findings show that in Zambia, the use of condoms is being advocated as part of HIV/AIDS prevention strategy alongside with abstinence, being faithful to one sexual partner and reduction of life partners. It is therefore, common knowledge that condoms are supposed to be mainly obtained from reliable sources to avoid incidences of using expired commodities. However, one may argue that female condoms are not only obtained from the clinic, they can be as well accessed anywhere in any drug store or shop, especially in the urban set up. Moreover, condom use is a very important line of defence against HIV/AIDS for both the HIV-negative and HIV-positive people. As a result, care must be taken, to consider sources from which condoms can be obtained (*SFH/Zambia Strategic Plan, 2006-2011; NAC, 2014*). Below are some adverts (figure 5.12 & 13) on male and female condoms that may seem incoherent but still passes the message:

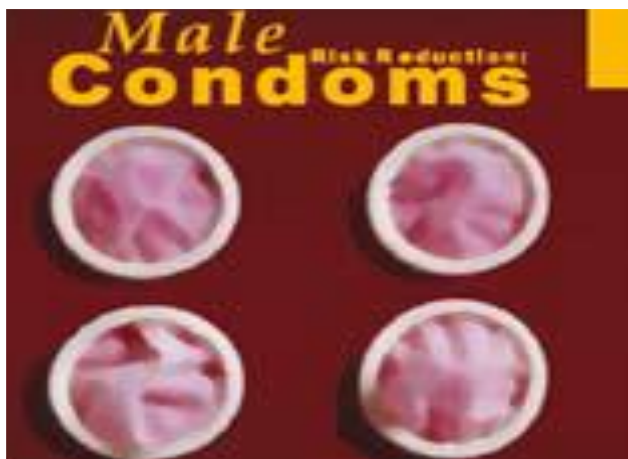


Figure 5.12: Male condoms advert;



Figure 5.13: Female condoms advert

Both figure 5.12 and 5.13 are ads meant to promote condom use, but they lack cues as to what actual message they are meant to communicate. In figure 5.12, the visuals below the graphics may not be clear enough to relate to the shape of a male condom, while figure 5.13 does not even provide a visual of a female condom. Such packaging seems to concentrate on mere advertising or marketing the product without proper cue to its link in relation to HIV/AIDS prevention. There is no indication on the posters to show that the information being offered refers to HIV/AIDS. However, the audience use the prior knowledge they have on the role of condoms. Besides, the major interest of language users lies primarily on the meaning the text or talk has to offer as in, what is it about? What does it mean? What implication does it have for the audience to appreciate? The observation is that, all the three figures (figure 5.10, 11 & 12) are designed in relation to the theme of condom use in the prevention of HIV/AIDS and other STIs, though this may not have been directly indicated. As a matter of fact, the audiences are positioned in order for them to respond to represented visual images with varying degrees of familiarity. Normally, the resultant is due to framing, which allows the audience to imaginatively bond with what is presented to them and deduce its meaning.

The data above may be an instance of ambiguity of language, which refers to a situation whereby, to arrive at some meaning, one has to figure out what the message received, is all about. Some messages may be directly or indirectly communicated. For example, in a situation whereby, before a 'sexual act', one of the two involved asks a friend, 'Do you have a condom?' Strictly speaking, though, the question asked does not directly communicate that the person asking is in need of a condom. Such a question may be understood as a request, which is meant to find out if the other person is in possession of a condom in readiness for the 'sexual act'. Such a request in form of a question requires someone to use the process of 'figuring out' the meaning behind. The 'figuring out' process as argued by Jones (2012) is a process which in this case may be largely unconscious or conscious and automatic, but which is, all the same, a process of interpretation. In reality, nearly all communication contains elements of meaning that are not expressed directly by the words that are spoken or written. Even in a situation where one thinks is expressing him or herself clearly and directly, one may not. For example, figure 5.12 may be communicating the accessibility of male condom, while figure 5.13 communicates availability of female condoms for prevention of HIV respectively, but indirectly. It follows therefore, that, since multimodal texts are combined in a logical fashion similar to grammar, some texts may have discourse incoherence but still passes the

message to the audience, achieved through appreciation of linguistic and non-linguistic elements as established in this study.

Furthermore, some members of the audience observed that, consistent and correct use of condoms by young people who are sexually active continues to face a lot of barriers such as; unequal gender norms, conflicting religious beliefs and socialisation which reduce young people's ability to make informed choices about their own sexual behaviours. Thus, while most people have heard about HIV/AIDS, there is still a problem, some people even if they care enough about how to protect themselves against HIV infection, they are still vulnerable due to the mindset of their spouses. It follows therefore, that, universal access to, and uptake of male and female condom is still lacking, especially for young people. The text depicts only elderly people accessing condoms; as a result the message may not appeal to the youthful audience about condom use. Seemingly, the moral issues and Zambian cultural perspective on condom use is still an issue that need to be addressed. This suggest that young ones are expected to abstain from sexual activities until the ripe time as only adults are shown to be accessing condoms. However, young people are among the key population that are sexually active and are at high risk of HIV infection. Apparently, some people still prefer to have sex without a condom despite being forewarned. This was confirmed by one respondent with regards to the message put across in figure 5.11 as indicated in the interview extract:

Things are still not alright even if we are exposed to these messages of condom use, *lingi kuti waunfwa ati iwe kuti walya shani sweet ikwete icipepa bushe kuti waunfwa umundowendowe?* [Most of the time you may hear someone saying, how could you eat a sweet with its cover, how would you experience its sweetness?] As for the sex workers, they say without a condom, you earn double income as compared to doing it with a condom (P-FGDs, extract 8).

The data from the extract implies that, in as much as the messages are put across and appreciated by some, other members of the community still fail to heed to the demands of the messages to help reduce HIV infection. They still want to have sex without a condom and others fail to use the condom because they fear to be regarded as promiscuous by their peers and in some instances, their fellow religious believers. For example, mostly women fail to make their own decisions; they are traditionally guided by their men. It is also evident from the data that the targeted audiences interpret the disseminated information fittingly by deriving from the messages put across. Thus,

messages are being taken by members of the public as evident in the argument about condoms as indicated in the interview extract below:

People nowadays collect condoms from hospitals and clinics. Condoms sell well in chemistries, shopping centres. Those condoms that are put in public toilets disappear quickly like hot cakes, a sign that people respond to prevention messages and thereby, use those condoms for protection. Besides, used condoms after social gathering are found thrown or disposed off around the area of social gathering. In sewage, there are plastic condoms disposed and in hotels and guest houses, condoms remain carelessly, thrown by many clients (P-FGD, extract 9).

In the extract, the audience demonstrate that multimodal texts play a significant role in enhancing people's interpretive abilities. The audience is able to come up with sensible meanings out of given texts. This implies that members of society do understand the messages and some heed to their warnings while others do not, as evidenced in their actions and sexual behaviours. It came out clearly in the focus group discussions that some people do not stop visiting sex prone places such as bars, taverns and night clubs, and religious group gathering characterised with overnight prayers. During such gatherings sexual activities happen. In addition to praise and worship, after overnight prayers for some religious groups, they still indulge in sexual activities. Let alone the social gatherings such as traditional ceremonies where people are exposed to beer drinking and sexual behaviours. As indicated in the extract above, in some places and sometimes, after social gatherings condoms are found all over the show or place. This is a sign enough that some people are practicing safe sex though others may not. However, it is difficult to know whether they do this consistently. Evidently, unwanted pregnancies resulting from some social interaction in social gatherings are on the rise. This suggests that condoms are having a dual function, that of protection against HIV and other STIs and as a barrier to protect unwanted pregnancy.

5.5.1 Cultural considerations, condom use advocacy and HIV/AIDS prevention

The findings show that in their efforts to communicate sensitive issues of HIV/AIDS prevention and condom use to the public, some producers have gone beyond cultural barriers. Consider figure 5.14 below advocating condom use:



Figure 5.14: A woman holding a condom towards a man to wear before a sexual play

The brochure message above presents a nude picture of a man and woman preparing for sexual pleasure. A woman is holding a condom towards a man so that he can put it on before the sexual act. The message is advocating safe play with a slogan, 'play safe'. The campaign is meant to break the cultural barrier which prevents women from taking full control of their sexual life. The Zambian culture dictates that only men should take charge in any sexual encounter. Therefore, a woman who suggests condom use or even goes on to produce one before sexual encounter is culturally stigmatised as either a prostitute or uncultured woman. This follows then that women are not expected to suggest condom use but men are (cf. Banda & Mambwe, 2013). In essence, the fight against HIV/AIDS is left in the hands of a man who is seen as the only one to make sexual related decisions. In fact, it is still unacceptable in Zambian culture for a woman to be found with a male or female condom. Worse still, although people seem to have knowledge about HIV/AIDS and the use of condoms, some people are still shy to ask a man to wear a condom before sexual contact. Apparently, asking whether a man is circumcised or not may seem uncalled for (NAC, 2014). The data presented above is culturally insensitive; the producer uses such images to bring the messages of HIV prevention to the fore. The audience makes logical association to link the text and image presented to HIV protective measure through condom use, despite the fact that there is no mention of HIV. The audience is guided by positioning of elements of the text, and vectors that provide a clue to identifying the message being communicated. Vectors are cues that guide a reader in terms of size and direction towards what is happening in the visual.

Visual cues that lead the viewer from one element to the other in the above data include among others, visible and invisible vectors, created by gaze, fingers, arms, and the object (e.g. condom) held in a set direction. The audience first concentrate on the fact that the couple is represented naked, the viewer then is led to the condom held high by the woman towards a man in the visual. The way the man is positioned with arms held down indicate that the woman is the one in control of the situation. The woman is therefore, highlighted as the centre of attraction in the image. The scenario depicts cultural insensitivity; however, the brochure was only exposed to couples upon visiting the HIV counselling centre and during counselling sessions. Nevertheless, it should be born in mind that, in any given society and any circumstance of effective communication, the best way of reaching people and impacting on their lives is to invest on packaging information that does not provoke their belief systems and cultural practices. The producer of messages should embrace such cultural practices and use them as medium of transformation, under normal circumstances. According to the Zambian cultural, and African cultural beliefs at large, this text exposes the 'bedroom' secrets therefore, infringes into the right to privacy (Shorter, 1998). Such presentation of messages may hinder full consumption by the intended audience as they are regarded as culturally inappropriate.

Notably, the topic of condom use, even after so many years of being one of the leading topics in campaigns where HIV prevention and safe sex is concerned, is still treated as an embarrassing issue to talk about in public. This topic is also treated as taboo in most parts of the communities. In fact, in most parts of Zambian societies condoms are associated to prostitution. Besides, discussions regarding sexual intercourse are not expected to be openly done among youths, and even among adults, as this may be against cultural norms. Additionally, the fact that the woman in *figure 5.14* above is holding a condom renders the message to perpetuate the cultural label that it is the woman that is responsible for the spread of the deadly disease and therefore, should be held responsible for its prevention and not a man. As for the phrase, 'Play safe', mostly in Zambia, sexual intercourse is referred to, for example in Bemba, '*ukwangala ifyabupuba*' [playing foolish games]. In this case, to interpret such a phrase 'play safe', one should be familiar with the knowledge of playing around with peers at teen age, though in terms of intertextuality, it may be a bit difficult to relate the phrase to HIV other than connecting it to preventing unwanted pregnancy.

By and large, people are often defined by their customs and belief structures. As Scollon and Scollon (1995) observed, overstepping cultural boundaries may be perceived as a sign of disrespectfulness on the part of the producer of the text regardless of the intentions of the message. Therefore, any HIV/AIDS message should show respect to cultural relevance of its audience. In actual sense, communication styles need to be suitable and effective for the audience. The actual content and information of the messages should be focused on the goal to persuade individuals to change AIDS related risk behaviours by focusing on attitudes and beliefs directed towards risk behaviours as well as attitudes and beliefs towards AIDS. The text above does not take into consideration cultural sensitivity despite Zambia being a society of diverse cultures. Basically, the success of any interactive communication relies on the understanding of local people's culture.

Furthermore, in a cultured society like Zambia the nude brochures and posters are regarded as purely immoral. Nudity is regarded as an assault on the privacy, integrity and dignity of both men and women, more especially on women as the female participant is depicted to be the one holding a condom towards a man. Presenting a woman in such a manner, may actually be construed as indecent violence against all women. Nakedness in the Zambian society is regarded as an insult especially to the women folk. It is a direct attack on the Zambian morals and culture. Thus, even if the intended message is loud and clear, its consumption by the audience may not be guaranteed due to its cultural insensitivity.

One of the respondents added that it is still a taboo to talk about sexual matters openly as indicated in the extract below:

Boys are supposed to be talked to by their fathers, and girls by their mothers but due to cultural norms and values it is still taboo to do so. These boys and girls are expected to learn cultural values from their grand mothers and fathers. The problem is that, in this modern life, children have no access to grandmother or grandfather talk or to the ways of the elders. Sex talks are highly restricted and restrictive, but these texts we see are good enough to help us as parents by speaking to our children and to our fellow adults, especially, to our sexual partners on things we cannot say to them directly, and in public (P-FGD, extract 10).

Based on such a remark, multimodal texts are, therefore, seen to be good enough to cut across boundaries of culture in order to speak sensitive issues to the public without reservations. The study gathered that breaking the news (using billboards, posters and brochures) through text and

image or pictorial representations is easy and has helped both young and elderly people to share the HIV/AIDS and health related messages with their peers. Since culturally, a woman is supposed to keep quiet or be docile on sexual matters lest she be considered or regarded as a prostitute, poster and billboard messages have come to their rescue. Therefore, the combination of text and image in disseminating messages related to a sensitive issue such as HIV/AIDS are appreciated to be speaking for women. They have become the voice for cultured voiceless women over sexual matters. Figure 5.14 above has illustrated the use of a text to present issues that might not be culturally befitting for a woman to bring out as they are perceived to be unacceptable to society. But the issue is brought to the attention of the public using text/image to warn members of the public who may take pleasure in sexual activities to 'play safe' by using a condoms for prevention of STIs and HIV infection.

The study has shown that some of these multimodal texts have indeed come to speak without shame; without fear or favour, especially those that are designed in such a manner that is beyond the cultural norms of society. For example, in Zambian society and African culture at large, nudity is secretive. Nude descriptions are not supposed to be displayed publicly. Equally, naming or showing the private parts of a person is unacceptable. But, in the quest to speak on behalf of women and to communicate and promote use of condoms, designers of messages have gone beyond limit. Figure 5.14 is diminutive in nature on the part of women despite communicating a message that promote condom use among couples.

5.6. Incoherently packaged HIV/AIDS prevention and awareness messages

The study gathered that though some of the texts used to communicate HIV/AIDS messages may be incoherently packaged, they still pass the intended message to the audience. The audience draw on other texts and social life experiences to build meanings of messages presented to them. Consider figure 5.15 below, which illustrates proposed safer sexual behaviour through the use of social activities with real life situations:

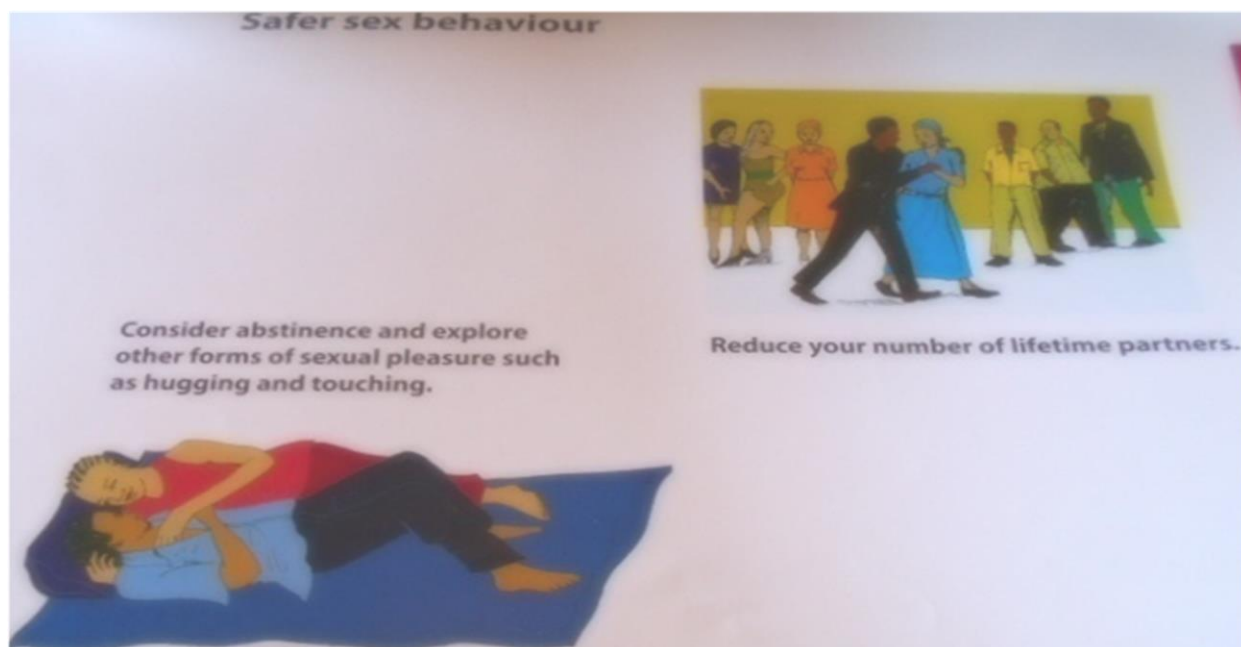


Figure 5.15: Hugging, touching and holding hands illustrating safer sexual behaviour

The figure above is designed to advocate safer sexual behaviour and is meant to encourage its audience to have one sexual partner as compared to having several. The message is communicated through portrayal of two prominent representations of images of couples on the same brochure accompanied with on-lookers (audience) to create reality. The image on the left bottom corner depicts a young couple lying on a blue rug. The representation is intended to communicate the message of having one partner, but with the caption: ‘Consider abstinence and explore other forms of sexual pleasure such as hugging and touching’, which is a little bit contradictory to the objective of the campaign. On the top right corner of the brochure is a group of men and women watching a couple holding each other in admiration. The couple is seen as a centre of attraction. The image is accompanied by the caption: ‘Reduce the number of your lifetime partners’. Initially, the message is meant to illustrate safer sex behaviour advocacy in relation to prevention of HIV/AIDS risk behaviours. As already explained, apart from practicing abstinence, consistence and correct use of condoms, a responsible person should be faithful to one sexual life partner.

The data presented above may suggest a mismatch between the visual and the accompanying texts especially on the part of an illustration of a couple lying. However, the study established that although some of the texts used in HIV/AIDS awareness may present unclear impression between graphic and visual modes, the readers are able to appreciate the meaning of co-deployed and

contextualised available semiotic system resources of texts as applied by the producer. Notably, it was observed from the study that people tend to identify with what is immediately presented to them. This observation resulted from psychological essentiality of participants' own ideas and the content of the discussion in the focus groups. Therefore, in campaigns that are aimed at changing sexual behaviour, it is important to sensitise the audience by presenting images with appropriate texts accompanying them. Failing to do so may lead to mixed feelings and a state of confusion during deduction of the actual meaning and the intention behind the message.

According to the data above, the visual cues guiding the reader to interpreting meaning in figure 5.15 above include vectors in form of the gaze of the couples, and on-lookers, the close contact of the couples, the positioning of the feet of the lying couple, and the strides of the walking couple. These are depicting a happening that the viewer or reader is supposed to recognise as being an affectionate encounter between a man and a woman. Both couples seem to be sharing a transactive experience thereby, offering information in respect of sexuality. Similar to the observation made by Jewitt and Oyama (2001), participants in this text are trying to put across the representational (experiential) meaning through the narrative structure of vectors that connect participants in social context. Social context therefore, plays a critical role in assisting the audience to interpret the meaning of messages presented to them.

Since the primary announcement of the text states: 'Safer sex behaviour', which suggests that the text is, modelled on sexuality and sexual experience, the images presented may be deemed not matching with the messages of abstinence which the first image is intended to advocate as in, 'Consider abstinence and explore other forms of sexual pleasure such as hugging and touching'. Therefore, the text may seem to create unclear impressions between the graphic and visual elements of the text. For example, the image of the couple lying offers actions that may lead to sexual indulgency instead of abstaining. Therefore, there is a mix of ideas offered by the text and the visuals. The behaviour depicted in the image of the lying couple may not foster abstinence, instead, may encourage affectionate behaviour leading to sexual intimacy. Of course, the message is designed for youths to learn messages of abstinence, but it contradicts the aims of the campaign objectives. This is advocating abstinence. As for the standing couple, the gaze of the on-lookers directed to the couple suggests admiration. At first glance, one may not hesitate to recognise that the scenario shows that those people are at a social function where they seem to be dancing, while

others are watching in admiration, wondering as to what would be the next move after such an encounter. The message may not directly communicate reduction of lifetime partners as the caption suggest, 'Reduce your number of lifetime partners.' The message also, does not offer straightforward link to HIV/AIDS. As such, the study has gathered that such kind of information packaging, where the message has more than one possible meaning is considered as an instance of structural ambiguity.

5.6.1. Structural ambiguity in HIV/AIDS prevention and awareness messages

According to the findings of this study, the way some components of HIV/AIDS prevention campaign materials are connected or organised tend to attract multiple possible meanings from the audience, which may lead to some people misinterpreting the messages. Such a scenario is a circumstance of structural ambiguity. Structural ambiguity in this context refers to the state of having more than one possible meaning drawn from a given text due to the way the components of that particular text are organised or connected. For example, due to the juxtaposition of graphic and visual modes used in figure 5.15, two distinct interpretations came to the fore. Firstly, the study during focus group discussions gathered a variety of responses as indicated in the interview extract below:

Looking at the representation above (figure 5.15), the message is counsel enough to the audience that it is unsafe to have many life partners as compared to having one. It is better to be content of what you have, than looking around for something else. Care must be taken, more especially that nowadays, women easily accept love proposals from men. Some women are dangerous because they accept sexual advances from men regardless of their status. Equally, some men are craft and just propose women anyhow. *Emukutila, abaume ninsoka bafwaya cifwaye fwaye nangu batemwa citemwe temwe* [This is to say, men are snakes, they just love any how]. A man who is fond of loving any woman he finds anyhow carries death with him. A man may seem to be a champion of death because in Zambia, it's rare for a woman to approach a man for sex, men approach women instead (P-FGD, extract 11).

From the extract, one may notice that the audience associate the data with social events of real life activities. In any case, the above statement implies that it is not good to engage in sexual activities with different people. The consequences are severe, though not directly mentioned; no wonder a woman has been described as dangerous while men are described as but, deadly lovers. In terms

of intertextuality, this positioning of the matter draws on the frame that, at the time of man's shameful fall in the Garden of Eden, a woman failed to say 'no' to the serpent's temptation, hence her being *dangerous*. The serpent (snake) in this case represents a man who comes with 'sweet talks' to convince a woman and yet he has other women, hence, the description as '*being loving and deadly*' at the same time. Whatever the case, when one is infected with HIV, there is no cure to the epidemic. The message is an appeal to the audience to be content with the one sexual partner they have and be able to resist the temptation of admiring other people for sexual gain. They should avoid HIV infection acquired through having multiple life partners. Thus, both men and women should be *Key* in the fight against HIV/AIDS. For example, they should be able to say 'NO' to polygamy and to other extra marital affairs in order to avoid the spread of HIV and AIDS. This assertion is supported by other scholars who maintain that a text is viewed not as reproductive but as productivity (Barthes, 1997; Mambwe, 2014). Therefore, in order to interpret a given text, one has to appreciate the plurality from which the text has been made.

With reference to the visual on the far right corner of the medium (figure 5.15), the study also gathered that most men increase the number of partners based on different reasons such as the need for children to whom they attach great value. In the search for a child, some people have ended up having multiple sexual partners, and others acquiring HIV. Besides, childlessness remains one of the main causes of divorce and infidelity among married people, as one participant endorsed:

My sister was divorced because she had no child at all; her former husband is now married to three wives who have born him daughters. The man still want to marry another woman who will bear him a boy child, though I pity my sister for having been divorced, who knows! Maybe by now, that man is infected with HIV, because of having many wives. My sister would have been a victim of circumstance (P-FGD, extract 12).

The idea in the extract above is that, the number of life partners may increase due to different reasons. These reasons may range from the desire to have more children, desire to have boy children in cases where there are only daughters in the home, to having sexual pleasure with different partners and so on. However, it should be born in mind that the more life partners a person has, the more vulnerable she or he is to the risk of HIV infection as stated above, '...who knows! Maybe by now that man is infected with HIV....' Accordingly, some people have ended up being victim of circumstances especially in polygamous marriages. Polygamy is the custom of

having more than one wife at once. It was more prominent among the Tonga and Namwanga people of Zambia, though nowadays it is a common practice regardless of tribal affiliation. However, this custom has consequences; it promotes increase in the number of sexual partners, thereby, exposes those involved to the risk of HIV/AIDS transmission and other STIs, unless condom use is consistent, though this may well be applied in cases where child bearing is not the main concern of the union. Regardless of reasons advanced towards having many sexual partners, it is clear from the findings that since the advent of HIV/AIDS infection, the public is called upon to reduce the number of life partners. The campaign therefore, is intended to warn the target audience to avoiding social activities that lead to sexual intimacy, leading to casual sex and sexuality. It is time to move away from multiple partners to sticking to one life partner.

Secondly, findings emanating from the layout of the visual elements in figure 5.15 where one of the couples is presented on motion position indicate a positive move. The strides and holding of each other's hands, also act as vectors that indicate a couple's decision to moving away from multiple partners to only one. Thus, the striding of a couple moving away from the crowd of people behind them symbolises moving away from having so many life partners toward reduction to only one partner. The holding together of hands by the couple also symbolises the idea of sticking to one life partner.

Therefore, vectors in this text play a role of connectors used in order to tell or interpret a story. It follows therefore, that when used in a narrative or narrative process, vectors act as a set of visual symbols or characteristics brought together in order to persuade or draw attention to certain aspects of a narrative. In this case, the crowd behind the described couple is seen directing their attention to the couple. This finding is in accord with Kress and van Leeuwen (1996), who observe that direction is established by a given object in the image or simply by the layout of the action. As such the direction leading to the location of an element of particular attention guides the audience to reconstruct the compositional meaning embedded in the narrative of the text.

According to Kress and van Leeuwen (1996:57) "...narrative patterns serve to present unfolding actions and events processes of change, transitory spatial arrangements." From the above explanation, it is deduced that images in figure 5.15 represent narrative processes of safe sex and behaviour change. Bearing in mind that the objects or elements that appear in a visual image are identified as "participants", figure 5.15 involve ten participants. The man and woman, lying down

on a blue mat depicting the notion of having one loved sexual partner; six people, thus three men and three women represents multiple partners within the general public. Their gaze at a man wearing a black suit holding a woman wearing a blue dress, making strides away from the people behind them represents the general public. One of the respondents endorsed as stated in the extract below:

Life is good when you have only one sexual partner, I admire the couple lying, and they seem to be at peace with each other. That couple walking away from a group of people also show us that it is important to make a decision, if you have so many girlfriends or boyfriends, choose one and move on, stick to that one to avoid problems such as AIDS and STIs (P-FDG, extract 13).

Gathered from the data above, prevention of HIV/AIDS may be achieved through practicing safe sexual behaviour as evidenced in the different interpretations provided by the audience. The different interpretations resulted from the structural ambiguity of the organisation of different modes used in figure 5.15. As stated above, structural ambiguity is understood as a state of a text having more than one possible meaning associated to that given text due to the way the its components are organised or connected. However, the text may be incoherent but still passes the message. Apparently, in both coherently and incoherently packaged messages, meaning may still be deduced. This is because, in multimodality, multimodal texts do follow the rules of grammar in the the way they are read. How multimodal resources are packaged may still lead to the interpretation of any possible meaning depending on the audience and the background knowledge held in relation to the theme being presented. For example, the reading pathway in print-based texts is mostly linear and sequential, while in multimodal texts, the reading pathway uses vectors, which are non-sequential, non-linear, but providing the reader with more choices and opportunities to interact with the text as evidenced in this study, and as supported by Walsh (2003). It follows therefore, that, the data from the interpretations above were arrived at through the use of vectors as discussed, which are cues to interpretation of the intended meaning. The meaning which suggests that better and safer sex behaviour calls for having one life partner, and that life is better lived with one faithful life partner. This point is further illustrated in the data below in figure 5.16.

5.6.2. Coherence in packaging of HIV/AIDS prevention messages

The study establishes that information which is logical and well organised enable the target audience to make clear connections that enhances easy and clear understanding of the intended

message. Figure 5.16 below shows an example of a consistently and coherently organised multimodal text. It illustrates the idea of sticking to one life partner in relation to HIV/AIDS prevention.



Figure 5.16: Couple smilingly holding each other, expressing a happy state of affairs

Figure 5.16 emphasises the point on sticking to one sexual partner as one way of avoiding the risk of HIV infection. The slogan is, ‘Getting to zero new HIV infections!’ This motto is reinforced by the clause, ‘Stick to one sexual partner to avoid HIV risk.’ The participants presented are a health-looking couple, holding each other tightly. The colour combination attracts the attention of the viewers; the emblem and the sponsors’ names placed below the images and texts of focus, show reliability and authenticity of the message. The text was designed to educate the masses on World AIDS day-2013. The green colour on the background also shows that the text is designed for and owned by the Zambian community. The message has direct connection with HIV/AIDS as confirmed by the presence of the red ribbon, an accepted symbol worldwide connected with HIV/AIDS messages. The text informs the public the immediate benefits of having one sexual partner, which is to assist avoidance of HIV infection risks. The audience is expected to get the

message behind, which is, being faithful to one sexual partner for a happy and better life. One of the respondents affirmed, as stated below:

It is important to stick to one sexual partner, people with multiple partners do not practice safe sex and do not care. In the image, those two, the husband and wife are happy. Even in marriage when you are alone, the problems reduce because you don't blame anyone for any problems that you face; you have to trust one another, and be able to protect yourselves in order to lead a happy life (P-FGD, extract 14).

According to data in the extract above, it is clear that one of the ways to reduction of HIV/AIDS prevalence rates is to try to stick to one sexual partner who, in turn, is expected to be faithful enough in fostering prevention of HIV infections. The audience is able to deduce meanings guided by the composition elements of the text.

Thus, the participants in figure 5.16 equally convey representational meaning or rather experiential meaning through the narrative organisation recognised by vectors that connect participants (Jewitt & Oyama, 2001). Since vectors are compositional elements that indicate the directionality of an action or event, in figure 5.16, the arms of the two participants tightly locked together and their open lips with smiles create vectors. These portray a happy scenario of a couple sticking to each other to avoid risk of HIV. The message is designed in such a way that invites the audience to the idea that when one sticks to one sexual partner, most likely, may lead a happy life. This ideational function therefore, is accomplished through the portrayal of the participants to represent an ideology of having one partner. The actual message and the intentions behind it are clearly illustrated using the images. The accompanying texts are also clear with a direct link to HIV and reduction of multiple partners. Safer sex behaviour therefore, demands that one should stick to one life partner as compared to having multiple partners. Therefore, there is need to reduce on the number of sexual partners, in order to decrease HIV prevalence rates in society.

Furthermore, the study has established that visuals, perhaps due to their nature, have the appealing power for the audience to be critical in deducing meaning of a given message. Therefore, it is should be born in mind that the system on the appearance level according to SFL for visual imagery, for example, colour, framing and perspective have the same meta-functional diversity found on the expression level for language. For example, the use of blue, black and red colours in the dresses of couples depicted as central in the dissemination of the intended message (in figure

5.15) realises interpersonal meaning (e.g. to focus attention on the sleeping couple, and the one holding each other respectively), and experiential meaning (e.g. to create ordinary context). In a similar manner, the framing of the sleeping couple against the dark blue background realises textual meaning (e.g. to make the visual image salient). This is supported by Kress and van Leeuwen (1996/2006) who with regards to composition meaning and textual organisation perceive any information to be of value, since any particular element in the whole text; depending on where it is placed in the structure of the text contributes to meaning of the entire text.

However, given that different people interpret messages differently, what may not be clear in the message presented in figure 5.15 is the way the accompanying text above the image of the couple lying down is presented? As observed earlier on, the message may seem to dilute and defeat the whole purpose of the campaign. How can one consider abstinence and then goes ahead to explore other forms of sexual pleasure such as hugging and touching? The suggestion is perceived not to be a good alternative for exploration because suggested avenues may in the long-run, lead to risk behaviour. ‘Why not considering abstinence without suggesting hugs and the touching?’ The presentation of messages in such a manner could be construed by some viewers as condoning solicited sex. The audience is left with a dilemma in which they are not sure whether to refrain from sex or go by the idea of hugging and touching which may eventually lead to sexual intimacy and fulfilment. The lying position and touching and caressing taking place leaves much to be desired in terms of behaviours that trigger sexual intimacy. The dilemma of having to deal with mixed messages was also observed by Bok (2008) who maintains that such an arrangement presents disorders of discourse. In the process the campaign may fail to strengthen positive response on people’s behaviour change.

Yet, it is clear that both youths and adults are identified as target groups as signified by dress codes. The couple representing the youthful audience is signified by a girl with plaited hair and a boy with plain blue shirt, while the couple representing adults has a woman with a headscarf and a man dressed in a suit. The whole arrangement suggests that HIV is mainly transmitted sexually and that unsafe sexual behaviour could be one of the social factors hampering HIV/AIDS prevention efforts, therefore, should be avoided by all responsible persons. This is in agreement with UNAIDS (1999:5) who observe that, remarkably, sexual behaviour remains the “primary target” of HIV/AIDS prevention efforts not only in Zambia but worldwide. Therefore, the key message in

the texts analysed above is that, HIV/AIDS has no cure to date. The drugs available are just, but boosters to the immune system. To avoid infection, an individual has two or three options; to abstain or to use a condom, and reduce on the number of sexual partners. Thus, the risk of getting HIV/AIDS through sexual intercourse can be reduced in three ways with key skills namely: delaying sex through abstinence, having fewer sexual partners by reducing the number to one life partners, or being faithful to one sexual partner, and using condoms consistently and correctly everytime, or all the time one has sex in order to reduce risk of HIV infection (USAID, 2003).

5.7. Summary of chapter

Evidently, the study in this chapter has revealed that posters, brochures and billboards that are designed as simple as possible are accessible and comprehensible by the target audience. The multimodal nature of HIV/AIDS prevention texts makes it easy for the target audience to appreciate the messages put across. In a similar manner, the use of images familiar to the target audience also proves to help in the comprehension of messages. People are able to make sensible connections between the image and the accompanying text. Such packaging renders the campaign its meaning as the readers are motivated to pay attention to the material components of the text and image as a whole. The visuals (figure 5.1-16) prove to be easy to comprehend despite dependence on respective interpretations. The simplicity of these visuals makes it possible for the message to achieve its purpose. It follows therefore, that most of the graphic and images used in this study are coherently packaged and complement each other. They are read together while following a Western approach to reading texts from left to right and from top to bottom. Additionally, the text and image hang in harmony (Kress & van Leeuwen, 2006; Walsh, 2003). The next chapter focuses on the text-visual relations created within the main multimodal texts, and their communicative significance.

CHAPTER SIX

TEXTUAL-VISUAL RELATIONS AND THEIR COMMUNICATIVE VALUE

6.0. Introduction

This chapter focuses on the communicative significance and text-visual relations created within the main multimodal texts during meaning-making processes. The chapter explores multiple modes used by various producers to construct meaning, and establishes how these modes significantly enhance interpretation of meaning by the target group. The chapter argues that the target groups arrive at meanings by making logical relations of the elements within a given text. Among the text-image relations identified in this study are the inter-semiotic and logico-semantic relations. These logico-semantic relations are realised by expansion and projection. The realisation is done through elaboration, extension, and enhancement as recognised in the study. The chapter further demonstrate how producers use both linguistic and non-linguistic resources within their reach to communicate issues surrounding HIV prevention to their audiences. The presentation and discussion of findings is in relation to the objectives of the study

6.1. Logico-semantic relations of elaboration through explanation

The study establishes that to arrive at the intended meaning in texts, one has to appreciate the relationship that exists between elements in that text. Figure 6.1 below illustrates logical relations of elaboration through explanation. The figure is one of the many examples of texts communicating knowledge of HIV status and protection of family members of people living with HIV/AIDS (PLWHA).



Figure 6.1: Happy family announcing their HIV status

Figure 6.1 is a poster that speaks on behalf of the HIV/AIDS infected. The guide which is a necessary visual resource in the poster is represented by an image of a happy family, which includes a smiling father, mother and two children. The image attracts the viewer to the poster and the announcement which captures the theme of the poster is 'I'm HIV positive but my partner is negative' accompanied by a declaration, 'We are a happy and health family'. The implication of this poster is that, there is an addresser and addressee. In this case, the addresser is the producer of the message who designs messages to specifically speak to the audience on behalf of the infected. The declaration made has a communicative value of beckoning the audience, and this has an impact on the image in the text. The interaction between the guiding statement and the announcement indicates that people living with HIV/AIDS can be part of a happy family, despite their condition. However, it is not clear whether the man or the woman is the one who is HIV positive following the use of the first person singular 'I' in the guiding statement. In any case, it is however; clear that PLWHA can raise a healthy family without their partner or loved ones contracting the disease.

This is a clear indication that an HIV positive person can live a normal life. He or she can be productive and can express emotions to the people around.

However, raising a healthy family can only be possible if the person infected takes precautions sought from reliable health care as reinforced in the statement, 'Get more information about HIV test results from the health centre'. The text instructs or advises to get more information from the healthy centre on how to go about living happily and protecting the family members. Although on the surface it might not be clear, the intended message is that in order to live a happy life, it is important for the person who is infected to take responsibility and tell the partner that he or she is HIV positive. It is also important to take children to the clinic and allow necessary tests to be carried out to ascertain the family's status. It follows therefore, that the visual grammar provides hope to the PLWHA by depicting that the epidemic does not in any way affect the family's love life.

The visual representation of a family in conjunction with their gaze is an effective multimodal resource in enhancing interpretation of meaning among members of the audience. The addresser's deployment of such a multimodal resource is to create a notion of 'hope' in PLWHA. By extension, the producers of the text make use of the frontal angle which indicates an involvement (Kress & van Leeuwen, 2006) of people living with HIV/AIDS and their relatives and friends with the represented participants in the poster. The direct gaze with the smiling expression of the participants indicates an invitation, demanding that the viewer should do something, which is foregrounded in the verbal announcement: 'We are a happy and healthy family,' and further reinforced by the demand or advice: 'Get more information about test results from the health centre.' The gaze indicates a direct address and the viewer is explicitly addressed with the use of personal pronouns 'I' and 'we' in order to get involved in the prevention exercise through knowledge of HIV status.

Based on the arrangement of the elements of the poster, the size of the structure and social distance, the producer demonstrates a personal or close relationship between the represented participants and the viewer. The viewer is also given a subjective view and attachment or attitude towards the representation family, inviting the viewer to believe that PLWHA can still live a normal and happy life. This happy situation attracts viewers as illustrated by the facial expressions on the participants on the poster. Bearing in mind that in explanation, one component explains the meaning of another

through a different semiotic mode, the facial expression on the participants in the image also explains the linguistic expression, 'We are a happy and health family.'

Furthermore, the use of an eye-level angle indicates equality between the viewer and the represented participants. Certainly, the representation family on the poster and the viewer and his or her family are equal especially that all parties are either HIV-positive or might or are relatives of HIV-positive people. The verbal text further indicates equality in the sense that, it seems in the poster that power is possessed by both the producers of the text and the viewer as identified in the involvement of both by the use of personal pronouns: 'I' and 'we'. Actually the text is supporting the image, in this way; language is clearly playing a role of elucidating. This implies making clear the message being communicated in the image by explaining it more fully.

However, there may be also an element of inequality. Power is possessed by producers of the text. These are normally government or non-governmental health workers who are usually knowledgeable of the effects of HIV on the family. Without that knowledge the audience might not have the power to interpret the poster as intended by the producer. The inequality is evident in the statement that indicates that more information about test results can be obtained from the health centre, an indication that the producer possesses more power than the viewer. This further shows a combination of participation and disengagement in the poster message.

Remarkably, it is usually a difficult thing to inform family members and friends when one discovers that he or she is HIV positive. Worse still, how to prevent the loved ones from contracting the disease from the one infected (AIDS, 2012). The figure above (figure 6.1) speaks on behalf of the infected people. Its interpretation is achieved through considering contributions made by all components of the text. The use of cohesive devices 'but', and 'and' links the notion of being happy though one of the family member is HIV-positive. Furthermore, in elaboration, for example, one component elaborates on the meaning of another by describing it in detail as seen in the link between the aspects of being HIV-positive, negative and living happily as depicted in figure 6.1. The following text figure 6.2 also illustrates text-image relationships by elaboration through exemplification. It is equally in relation to revealing one's HIV status.

6.2. Logico-semantic relation by elaboration through exemplification

Meaning is realised through the verbal and visual choices made by the designers or illustrators or producers of the text. The preferences and selection of the semiotic modes definitely affect the image-text relations. However, the message put across may be the same. Figure 6.2 below exemplifies disclosure of HIV status in the quest to send awareness messages to the public.



Figure 6.2: People socialising without knowing who among them, is HIV-positive

Figure 6.2 above warns the audience not to be deceived by health looks. The message is presented from the point of view of men and women. The poster presents a health looking woman and man at the top left and top right corner respectively. The woman and man are good looking, health but are HIV positive as confirmed by their identical verbal utterance, "I am HIV positive". A closer look at the text demonstrates that these representative participants are drawn from the group of people represented on the background. They are a healthy couple mingling with other healthy looking people as well, in a normal situation freely accessing services in social amenities available to all society members. The fact that it is not easy to tell by looking whether someone is HIV positive or not, the visual and written text in figure 6.2 is an example of a text that conveys clear and concise message. The audience is able to deduce the message that it is important to seek guidance and counsel from health providers. Looks alone cannot enable someone know that the other person is HIV infection free, there is need to have the blood tested for HIV detection.

Besides, these days many people look fat and healthy so you cannot determine whether someone has HIV/AIDS condition.

The message above takes the form of a question and the use of question mark invites answers from the audience. One of the responses obtained from the study was as follows.

Bantu ba Mulungu, masiku yano nicovuta kuziba muntu odwala. Bantu baoneka che mushe. Ukayanganisisa maningi pacipikica ici, upeza bakazi nabamuna bamene baonekela pamwamba paja bapezeka nabanzabo aba mucigulu cili pansiapa bwino bwino, palibe angazibe ati balinamatenda. Nizooni cifunika kupimisa, kuyangana cabe sungazibe [People of God, these days it is difficult to know who among a group of people is a sick person, people just look good. If you look closely at that picture (figure 6.2), you find that the woman and man put up there are also found in the same group down here just like anyone else; no one can tell that they have the disease. It is true that going for HIV testing may help knowing one's HIV status because it is true that you can't tell by looking] (P-FGD, extract 15).

From the data above, it is clear that the audience acknowledges that looks alone can be deceiving. Most of the respondents felt that it was necessary for one to go for VCT in order to establish their status and to decide to live a better and healthy life, like the couple exemplified above.

To realise relationships created between the graphic and visual elements of the text, the concept of compositional meaning and appreciation of information value, salience and framing also comes to play. The couple placed on both the right and left top corners of the text in figure 6.2 exemplifies their salience as example representative of good looking but HIV positive persons. Despite the verbal utterance underneath each one of them, the mouths are closed indicating that it is not easy for someone to disclose that he or she is HIV positive. The issue calls for personal conviction for one to disclose, mostly, people keep quiet. Their gaze is directed at the camera, with their heads circled to show that they are central in communicating the intended message to the audience.

Furthermore, the use of red colour in the main text in figure 6.2 is an attention-grabber to provoke the mind of the audience who looks at the couple placed on the top corners of the poster. The two represents both, men and women who look healthy despite being HIV positive. The confession by the couple in the accompanying speech, "I am HIV positive" is meant to tell the public that it is important to go for VCT to establish one's HIV status especially to avoid being deceived by

healthy looks. The use of the pronoun ‘I’ shows that self protection and protecting others begins with an individual conviction to be responsible in the whole process. In addition, exposing man and woman in the visual images shows that there is need to have collective efforts and speaking one voice in the process of prevention of the pandemic.

Above all, both representative participants, man and woman circled in figure 6.2 are saying “I am HIV positive” and are trying to say ‘can you tell if I am HIV positive by just looking at me?’ the answer is ‘NO’ you cannot tell by looking. This implies that there is need to take a step ahead before one engages into sexual activities by going for VCT. Additionally, the group of people mingling freely below the main message depict the situation that out of the many health-looking going about the normal daily activities, some may be sick but it is difficult to tell who among them is sick by just looking at them. Evidently, the social semiotics justification of the results in the above text is that people are involved in order to create and communicate meanings to each other in various social environments (Halliday & Hassan, 1989).

The ideology behind the message in figure 6.2 is the belief that, with the coming of improved diet and immune boosters supporting those infected with HIV; one cannot differentiate just by looking between someone who is HIV positive and the one who is negative. They may all look the same. The text demonstrates how the producers of messages create ‘versions of reality’ based on their choices of words and how they combine words together and other modes. Since an ideology is a specific set of beliefs and assumptions people have about things, such as what is good and what is bad, what is right and what is wrong, and what is normal and abnormal. The text logically elaborates on the covert traits of HIV condition and provides the audience with examples of how HIV condition is difficult to determine by just looking at someone. It is therefore important to access knowledge and awareness of HIV infection and prevention in order to safeguard one’s life and those of others. It is clear from the example above that the image elucidates or realises the text. Elucidation and realisation as supported by Halliday (1994), could be reasonably interpreted as the logico-semantic relation of elaboration

In disseminating the intended message to the audience, the three metafunctions of language are seen at play in as far as the way texts promote the thought brought forward. Halliday (1994)

significantly points out that language and other modes other than language perform three major functions which include ideational function, representing the world; interpersonal function realised in creating, ratifying or negotiating relationships with people being communicated to; and textual function recognising the joining of sentences and ideas together in particular ways to form cohesive and coherent texts. These three functions play a role in the way a text promote a particular ideology or worldview. For example, pronoun 'I' indicate that the world can be represented through language by choosing words that represent people, things or concepts (participants), words about what these participants are doing to, with or for one another (processes). For example, 'your' (in figure 5.1) 'Know your HIV status' implies that people (participants) should know (process of knowing) their HIV status in order to free their minds from fear of the epidemic and decide what to do to prevent it.

Actually, other than representing reality, texts construct reality as evidenced in the response given by respondent in relation to the question, serving as a title for the message being disseminated to the audience in figure 6.2. In this case, the system of modality is also seen in relationships constructed through words chosen to express things such as certainty and obligation. The style of writing or speaking chosen by the producers also constructs relationships that help the target audience to appreciate the message without fear or favour. For example the use of interrogative language in figure 6.2, 'Can you tell who is HIV positive?' rather than pointing out that this one and that one is HIV positive. The choice of language by the producer and the drawing of the representative couple from the representative audience help to create a relationship of respectful distance free from stigma and discrimination between the representatives and the designer, and maintain an air of seriousness of the issue of HIV. The study reveals that the producer uses an example of health-looking couple to represent HIV-positive class of people in general. This is in conformity with (Martinec & Salway, 2005) who observe that text and image represent different levels of generality, realised by a class-member relationship where specific members are not an exclusive set but rather, represent examples from the class set. In this case, among the target audience who are to read the poster some may be HIV-positive thereby, included in the example elaborated.

6.3. Logico-semantics relations of extension in HIV/AIDS texts

The study has established that text-image relations also exist through extension. This implies that text and image can complement each other. Figure 6.3 and 6.4 below are examples of the many HIV prevention campaigns designed to appeal to the target audience to free their minds by going for VCT, and have such complementary relations.



Figure 6.3: Couple in doubt of each others' HIV status

Figure 6.3 shows a couple who seem not too sure of each other's HIV status. The text provides advice to go for VCT if not sure of each other's HIV status. The billboard shows a man lying awake waiting to be joined by a woman whose facial expression shows hesitance and doubt. She seems not to be ready to join in bed while figure 6.4 below seems to be the opposite. It shows a happy couple encouraging HIV testing.



Figure 6.4: Couple discussing issues of HIV, VCT and free testing

Figure 6.4 creates a sense of responsibility in both men and women. The billboard presents a healthy looking couple in a happy mood. It provides an enabling environment for couples to consider holding a meaningful dialogue before they decide to get together. Like figure 6.3, the figure is equally an example of the HIV/AIDS messages designed to forewarn young couples in courtship intending to marry. It illustrates immediate benefits of knowing one's HIV status before hand as compared to figure 6.3 that illustrates consequences of not knowing partners' status prior to marriage as per say. Actually, figure 6.4 positions a common say, 'prevention is better than cure'. It demonstrates the need for dialogue and responsibility in mapping up strategies to clear off doubts in relation to HIV status.

The contents of the two billboards include the contact line that may be used to seek for more information in order to clear off the wind of doubt and learn more about free testing. However, assessing the texts more, one may observe that the message left out something and that may pose a question, 'Not sure of what?' Nevertheless, the logical relations created by extension provide

guide to the audience. The phrase ‘Free HIV testing extends the meaning of the main announcement, ‘Not sure of your partner? Test today.’ This makes it easy for the reader to connect to being not sure of HIV status basing on the knowledge that HIV is mainly spread through sexual intercourse framed from a sleeping scenario (figure 6.3). The scenario presented, where a man is lying in bed with a woman sitting in deep thought is enough to make meaningful conclusions. At this point, the ideational metafunction is appreciated with reference to the way the semiotic resources in the text are represented and interconnected to evoke meaning in the mind of the audience (Kress & van Leeuwen, 1996/2006). Commenting on the above poster, an 18 year old research participant had this to say:

According to this picture (figure 6.3) which talks about free HIV testing, emphasise is on removing doubt by going for testing before you start a sexual relationship with any man, according to the picture, men don’t mind and don’t normally worry about HIV status when meeting with women for sexual affairs. The picture reminds us that HIV/AIDS is deadly, there is no cure, and we have to prevent ourselves from acquiring it from those who are already infected. We have to take precautions and get our blood tested for HIV/AIDS before getting married to anyone so that we know our safety. ‘Not sure of your partner? Test today.’ The text demands the testing to be done immediately “Today” this show how serious the matter is, it does not call for any delay, but immediate action (P-FGD, extract 16).

In the above comment in relation to figure 6.3, it is clear that the audience draws their reading of the text on logico semantic relations to interpret the meaning of the whole text. Thus, they are aided by ‘inter-modal’ relationships existing in the text as a whole. These relationships are ways by which multiple modes work together in static texts such as the ones analysed above. It is therefore, important to note that any mode has the potential to create and maintain some kind of relationship between the producer of the message and its recipient. In language these relationships are usually created through the language’s modality, as well as through the use of different social languages, while in images, viewers are placed into relationships with the participants, and by extension, the producers of the image, through devices such as perspective and gaze. For example, the images of the couple above in figure 6.3 and figure 6.4 illustrate both of these devices. The camera angle in figure 6.3 positions the viewer above a happy woman rather than on the same level, creating the perspective of a sad and worried woman. While in figure 6.4, woman is levelled on a happy position.

Additionally, the woman's direct (in figure 6.3) gaze into the camera creates a sense of intimacy with the viewer, though the expression on her face denotes some degree of uncertainty, as compared to the woman in figure 6.4 who expresses confidence. The degree of uncertainty explains it all, she is not sure of her partner's status. While the degree of confidence in the other woman demonstrates how sure she is of her partner's HIV status. Her smiles tell it all. The image extends the meaning of the text that interrogates the mind of being not sure of the partner's status by involving extension through augmentation, where an image extends or adds new meanings to the text or the text extends the image by providing additional ideational elements, such as the additional phrase as observed, 'Free HIV testing.'

Moreover, the intertextuality referencing is evidently realised by the way the audience links HIV with death, pointing out that 'HIV is deadly; it has no cure, and calls for one to take immediate action in the process of preventing its acquisition'. The lack of cure is often thought of as the most dramatic and drastic aspect of this disease or condition and that death is represented as the most unavoidable end. This makes it extremely frightening, for example the scenario in figure 6.3 in which the couple seems to be newlyweds, and one cannot afford dying a few months after the wedding. Death at a young age is considered irregular and it is something that most people prefer not to think about as it brings a feeling of sadness.

Death and the notion of HIV emanates from human history in the Garden of Eden. This conforms with JK's song, *Poison* in which HIV is presented as devastating and the mystery behind its origin is linked to the Christian story of the origin of sin. This is a story where, Adam and Eve are perceived to have "spoilt" the special gift God gave them, that of enjoying the beauty of the garden which has in turn affected humanity by causing death" (Mambwe, 2014:208). The salience of the concept of intertextuality here lies in the fact that intertextuality implies 'the insertion of history (society) into a text and of this text into history' (c.f. Kristeva 1986; Jones 2012). Such links are not done randomly; they are in conformity with Zambia's belief systems. Zambia was declared a Christian nation in 1991, since then, it has become common among Zambian citizens to relate what happens in society to biblical values and beliefs. This observation is supported by Mambwe (2014) who observes that quoting from scriptures even in normal daily conversations and interpretation of certain images and texts has become a social and linguistic dispensation for many Zambians.

According to the findings, it is clear that the reader, viewer or audience is able to make connections to arrive at the meaningful interpretations of the messages with reference to relationships created within the elements of the text. The audience is able to get the meaning as expressed in the text that is constructed and developed in relation to what happens in society. This is in agreement with Kress and van Leeuwen (1996/2006) who argues that the meanings expressed by people are the first and foremost social meanings, as such, Halliday's three metafunctions for language can remain the starting point for establishing the relations created between textual and visual materials. Besides, the images in most of the analysed texts are design in such a way that they represent people and real life situation for the audience to draw meaning from realities of life. In this case, the findings of this study are in line with Jones (2012) whose view is that, modality in images is partially realised by how 'realistic' the image seems to the viewer.

As already discussed elsewhere, for a text to be meaningful, its components have to relate to each other, or should be in harmony. For example, the components of figure 6.3 and 6.4 relate to each other. Both the written and visual image text communicates the same idea as in the text "Not sure of your partner? Test today". Below the text and image is the other related text which reads "Free HIV Testing" accompanied with a mobile contact to allow seeking for more information over the message being communicated. It provides timely advice to do the testing first thing before one goes to the extent of indulging into sexual activities, first thing, prevention.

The image of a couple where a man is sleeping and a woman sited figuring out whether to join the man in bed or not is enough to signal to the audience that there is doubt in the woman's mind. The woman is depicted to be at pains with making a decision; her hand supporting her chick shows that she is not sure of the man's HIV/AIDS status. Thereby, hesitates to join him in bed. However, the man seems not to mind but lying waiting for the woman to join him. On another hand, she may know her status and does not want to disclose to a man for fear that she may be deemed to have been unfaithful. However, the implication is that, women take responsibility to think more about the consequence of the virus while men seem to be absolved, composed and taken away with thoughts of sexual pleasure. Besides, the image suggest that the couple may not be familiar with one another, or may be coming together in that manner for the first time and in doubt of one another's HIV/AIDS status. This observation is supported by the fact that the organisation of the graphic and visual semiotics in the text, in terms of logical coherence relations enables the

reader/user/audience to attach meaning to a text as a whole. This is supported by Jones (2012:7) who states that, “the main thing that makes a text a text is *relationships or connections*”. Sometimes these relationships are between words sentences or other elements inside the text. Such kinds of relationships create cohesion.

The findings demonstrate that, relationships of elements in terms of communicative value of linguistic and non-linguistic elements all point to the intensity of the pandemic. The message offers a demand that, people need to be concerned with their lives and should be able to take responsibility in ensuring prevention of new infections as observed by one of the respondents;

Before getting married or agreeing to have sexual relationship with anyone interested in sexual relations, there is need to ensure that both the man and woman get tested and wait for the right time, and avoid being sexually together. The way the man and woman is placed in this image (figure 6.3) shows that these people didn’t agree on matters of HIV/AIDS status before getting together. May be they are a new couple as suggested by the ring on the man’s finger or they are married separately cheating on their spouses but have not gone for free HIV testing (P-FGD, extract 17).

Emanating from the above comment, it is clear that the audience relate the facial expression on the woman to her being more concerned with the whole matter than the man, who lay wondering why the woman is not joining him. This indicates that in many instances, some men are irresponsible in their approach to sex. By extension, the man is irresponsible regarding his own life as well as the life of his partner (s). The white colour of the beddings, on another angle suggests purity. White is associated to purity and the man lying down covered with white beddings is assumed to be pure or free from HIV while the woman who takes long to join the man in bed may be seen to be pure but questionable as her dress has mixture of white and red colours which suggest white for purity and red for danger in the Zambian cultural society. The images generally attest to the truth of the realities of life and the issue of HIV in relation to safeguarding the precious life (Jones, 2012).

The text (figure 6.3) therefore, suggests that the couple might be newlyweds and perhaps did not think of going for voluntary counselling and testing before reaching such a level they are, while the other text (figure 6.4) suggest that there was a meaningful dialogue before the happy couple were joined. The audience in this case is called upon to eradicate doubt in their minds by considering taking an immediate step to go for a test when not sure. This observation is supported

by Parker, Rau and Peppia (2007) who point out that knowledge of HIV status is also considered to be an important step in prevention of HIV transmission. While the text articulates doubt on HIV status, it positions a woman to be more worried about the whole issue than a man. In the examples above, the case of logico-relations through extension and elaboration has been clearly demonstrated. Generally, in extension one mode, element or clause expands the meaning of another by adding something new to it. In other words, extension is a kind of complementary relation where image and text complement each other to extend the meaning represented in the other mode.

The findings have also demonstrated that exposition is a sub-type of elaborating relationship where image and text reinforce each other by restating or reformulating meaning in some way. As observed above, figure 6.4 reformulates the meaning of figure 6.3. The two texts have same linguistic modes but different image representations. In both figures, the producer intended to encourage the audience to avoid worries. The only solution to avoid worries is trying to 'plan with HIV in mind', talk it out and take action without hesitation as established in the study:

You see, those two (figure 6.4), where a woman is dressed in pink top dress, holding a white cup and a man in a blue jean top, they are discussing. The best way to be free from doubt is to discuss and decide what to do before you go any further with marriage arrangement. It is better to know in advance about issues of AIDS pandemic so that you live happily than to go and discover while already in the home. If you discover that one of you is infected, it becomes difficult to leave or come out of the situation (P-FGD, extract 18).

The response stated above demonstrate that coherent relationship exists between the text and the person who is reading it or using it in some way. In such cases, meaning of the text comes chiefly from the background knowledge the person has about certain social conventions regarding texts as well as the social situation in which the text is found and what the person wants to do with the text. Both figures 6.3 and 6.4 have the same background, but colours of the dress of participants differ due to the fact that the messages disseminated though related, are presented differently by the same producer. Both texts may draw the attention of the audience to a similar social schema, as focus is on holding a meaningful dialogue prior to getting involved in serious marital or sexual issues.

Explicitly, schema refers to the background knowledge of language, cultural practices and other related social practices. By extension, what one knows or do not know about a topic influences the interpretation as one engages with the topic in a communicative event (Lim Fei, 2011). Evidently, figure 6.4 is interpreted using the background knowledge drawn from figure 6.3. By comparison, figure 6.3 illustrates how sad the situation may be if one does not take a step to know the HIV status in advance while figure 6.4 put forward the idea that happiness may be the immediate benefit of knowing in advance the HIV status of a partner. This in the long run, may create a free mind on both the woman and man. With reference to facial expression and gesture, the couple in figure 6.4 are happy and free, as compared to the couple in figure 6.3 who seem to be sad and lost in thought.

6.3.1. Text-image relations and compositional meaning in HIV/AIDS prevention texts

Furthermore, the study has also demonstrated that elements in a multimodal text are strategically related. They can be placed in the centre or periphery, on the top or the bottom, the left or the right, and in the foreground or the background. This arrangement allows the audience to appreciate every bit of the elements relating each one of them to the whole idea being communicated. For example, in figure 6.3 and 6.4 which has the same caption, *'Not sure of your partner, test today'*, the couples are placed in the centre, bringing them closer to the viewer, as central in illustrating the point brought forward, which is placed on the top. By so doing, the producer creates pathways for the viewer to fix the eyes on the central image or element as seen above in both texts. The other information is placed below the couples, on the bottom. The placing of some elements on the top and others on the upper part of the image and the lower part is related to the strong metaphorical connotation of 'up' and 'down' in many cultures (Lakoff & Johnson, 1980; Jones, 2012: 76). Mostly, in the dimensions of visual space (ref: figure 3.4), the top part of the image is often used for more 'ideal', generalised or abstract information, and the bottom for 'real', specific and concrete information (Kress & van Leeuwen, 1996). Such arrangements are regarded as principles of compositional meaning.

Therefore, these principles of compositional meaning are evident in figure 6.3 and 6.4 in which the idea of knowing HIV status is generalised in the caption and the prominence of appeal it bestows on the intended audience. Whereas, the lower section provides factual information such as how and where the service could be obtained or accessed. For example, information like, testing is free, *'free HIV testing'* and the provision of a mobile line for obtaining more information. Thus,

in order to make sense of the ‘narrative’ of HIV prevention through imperative free testing that the texts advise, one must begin with the top, reading from left to right, and also consider information from top to bottom. This enables the viewer to regard the caption that it represents a kind of idealised hypothetical situation which the viewer is invited to act upon with immediacy, ‘...test today’. The text is akin to freeing the mind. If you do not test today, you risk your life and continue living a worrisome life (figure 6.3). If you test today, you stand a chance to save your life from infection and to make an informed decision thereby, live a happy life (figure 6.4).

The bottom information which gives information on how to obtain the HIV testing service extends to provide the name of the organisations, ministry and sponsors that produced the public notice. Such information also justifies the position that in Zambia, there are collective efforts in the fight against HIV/AIDS involving both government and non-governmental organisations. The two texts also show how multimodality can be effective in getting the audience to make connections between different discourses. Interpersonal communication is encouraged in the texts. For example, figure 6.4 encourages the audience especially men to engage in a dialogue on HIV/AIDS prevention rather than placing all the burden of decision making on women as depicted in figure 6.3. While the images show that two people are already engaged, or and have married, the words invite the audience to interpret these images within the frames of would be married couples, who are supposed to make long life standing decision because HIV/AIDS is real. Figure 6.5 below appeal to the audience, youths and adults to emulate those who have gone a step ahead to knowing their status.

6.4. Logico-semantic relations of enhancement and register in HIV/AIDS awareness texts

Communication styles need to be suitable and effective for the audience. For example, the language of the audience should be reflected in the medium to ensure effective understanding of messages. Figure 6.5 below shows, a text advocating for knowledge of HIV status affirms this point.

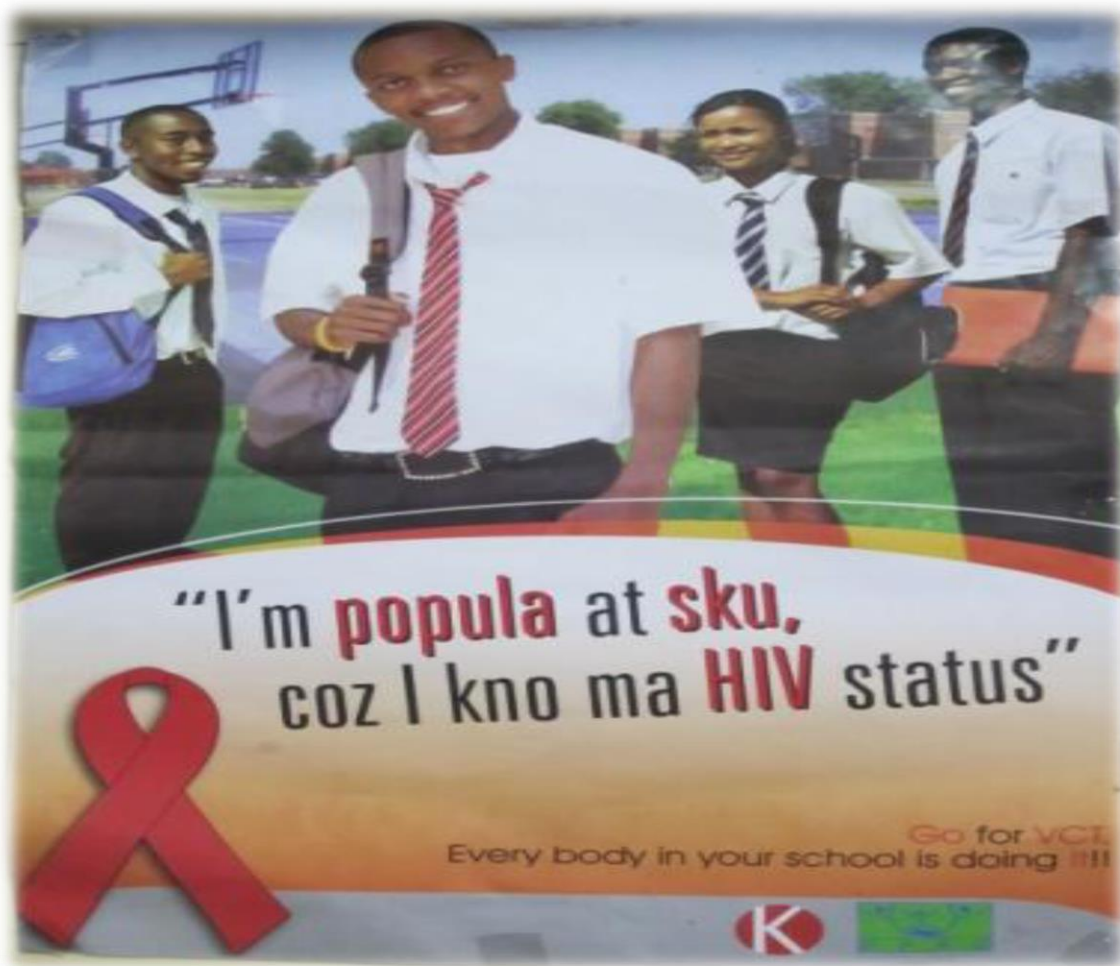


Figure 6.5: School going youths advising their peers on knowledge of HIV status

The target audience in figure 6.5 is the school going age youths. The billboard presents three boys and one girl. The youths serve as models in disseminating HIV/AIDS awareness educational messages. These models are Key in raising awareness among fellow youths on the importance of VCT and knowledge of one's HIV status. The producer draws the attention of the audience to the school schema, realised through the dress code, which is a school uniform that include black and white, with stripped necktie; school bags and peer language. These are acting as vectors to provide clues to the interpretation of meaning by the target audience, which are school going boys and girls. Evidently, in the projection of straightforward message between graphic and visual modes to educate the youths, the designer has decided to use fellow peers to attract the interests of youths. Besides, some people tend to identify with the message presented to them in their immediate social realms. As such, campaigns that aimed at changing behaviour for a better result consider the

important of sensitising the audience by presenting visuals accompanied by appropriate texts. The presence of the red ribbon also has a bearing in creating logico-semantic relations in the text. Evidently, language and image complement each other through enhancement. This happens when one mode provides meanings that expand another. This claim is evident in the spatial and casual distribution of the message communicated to the peers, whose gaze also attracts the attention of the audience.

Thus, figure 6.5 is such an example of a campaign, staged to sensitise school going youths. These peer educators convey representational meaning through their experiences as having done VCT and that each one of them knows his or her HIV status. The youths in trying to educate their peers using their experience, are calling for individual commitment to the HIV/AIDS prevention cause. They are all invitingly saying *“I’m popula at sku coz I kno ma HIV status”* The meaning of this clause is extended by the other linguistic resource, *‘Go for VCT everybody in your school is doing it!’* This instance is a linguistic example of expansion as inter-clause relationships in logical-semantic relations. This is where the secondary clause expands the primary clause by elaborating, extension and enhancement (Halliday, 1994). The extension serves to broaden the meaning behind the main slogan (primary clause) in this case, providing a suggestion or alternative advice to go for VCT.

The choice to use peers indicates that the message is designed for youths, as such; a person belonging to that particular group, for whom the message is constructed, is better placed to deliver the message. The peer educators in this case provide opinion leader influence, and this may persuade their peers to go for VCT. Besides, the content of the message is more harmonised with local culture, tradition, norms and values for that target group. For example, it is fashionable for peers to use informal register such as the social language used in communicating to their friends as highlighted in the text, through use of such words as, *‘popula’* for popular; *‘sku’* for school; *‘coz’* for because; *‘kno’* for know, and *‘ma’* for my. This indicates that the message is designed for a specific audience, the youths. The colour combination on both the graphic and visual modes is attractive to the audience; red, white and black purposefully designed for emphasis. The message is meant to empower boys and girls in order for them to make best possible decisions about their own reproductive health. The message also encourages boys to respect girls’ decisions in matters of HIV sexuality and HIV prevention, as evident by the presence of a girl.

The producer considers issues of register type to be used for effective campaigns. Register type refers to the different ways in which language is used in different situations depending on the topic being communicated, type of audience, and channel through which the communication is done (for example, formal writing, instant messaging, face-to-face conversation). Register in simple terms is seen as the degree of ‘formality’ of language, (i.e. formal and informal language use in different domains) (Halliday, 1994; Jones, 2012). The producer of the message in figure 6.5 chose to use register within the realms of social language of school going youths since the issue of HIV is a social issue communicated to social beings.

In addition, like genres, registers tend to communicate the certainty that different audiences are supposed to be communicated to differently for the sake of appropriateness. This shows a touch about relationships people have with others with whom they communicate to. In most cases, different registers are used in talking and writing to different people depending on the relationships that exist. This is evident in the use of informal language as seen in figure 6.5 where the messages are intended to be communicated to peers such as school mates and other youths who could access the billboard message. These different ways of speaking and writing are referred as *social languages* (Gee, 1996). Social languages are effective in facilitating the achievement of intended goals, especially when applied to members of the same social domain.

6.5. Logico-semantic relation of projection and common themes in HIV/AIDS texts

The study established that image and text are also found to complement each other through projection. The most harmonious instance of this is being illustrated in texts with speech bubbles. Figure 6.6, 6.7 and 6.8 below are examples of such texts with human participants (as sayers and/or sensors) represented in pictorially while their projected ideas and locutions are represented linguistically. The figures are drawn from the so many texts in a brochure series advocating male circumcision in relation to HIV/AIDS prevention.

6.5.1. Projection of benefits, facts and risks of MC in HIV/AIDS prevention

The findings also indicate that benefits, facts and risks of male circumcision in relation to HIV/AIDS prevention are projected in a variety of ways as illustrated in the figures that follow below:

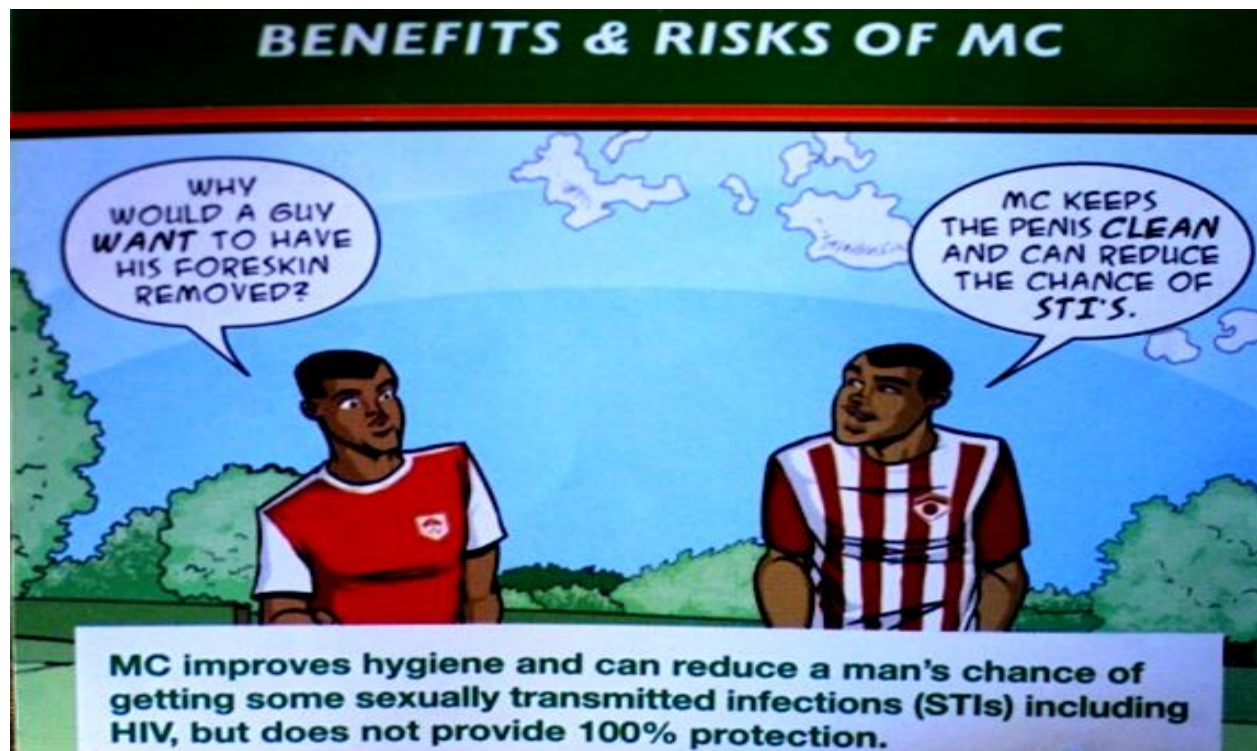


Figure 6.6: Man-to-man discussion on male circumcision and its benefits

Figure 6.6 encourages the audience to obtain knowledge about male circumcision from the perspective of men. The brochure presents pictorially figures of two men discussing the benefit and risks of male circumcision in a natural atmosphere, represented by the greenish, bluish and whitish clouds as background. The man on the left would like to know the reasons why a man should go for male circumcision, while the other one on the right, provides required information. Consider also the dialogue in figure 6.7 below:

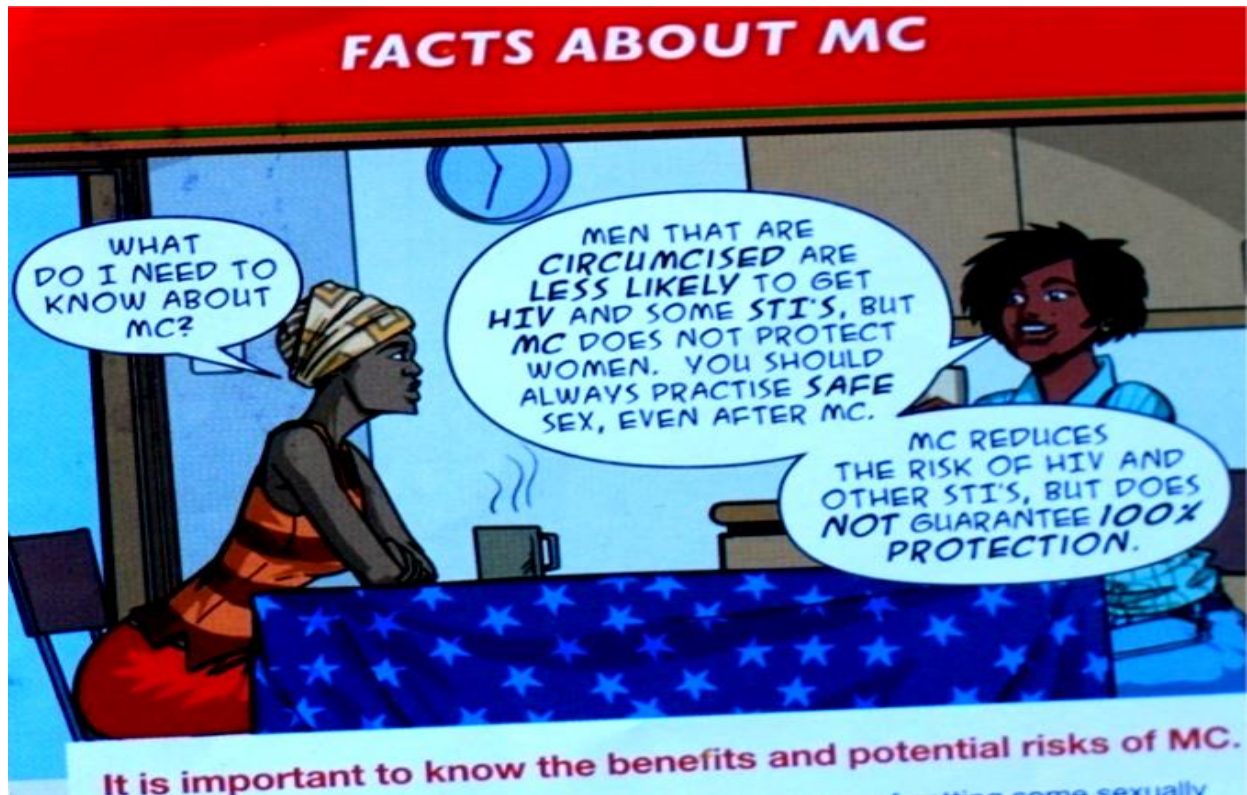


Figure 6.7: Woman-to-woman talk on facts about male circumcision

Figure 6.7 encourages the audience to take time to discuss facts about male circumcision from the perspective of women. The brochure presents two women participants in pictorially form on sky blue background. The woman on the left who seem to represent a traditional class of women by virtue of her wearing a headscarf is depicted as interested in knowing more about MC from the friend on the right. The woman on the right seems to represent modern women, as her hair style and relaxed posture suggests. She provides information on facts about MC in a manner that suggests that she is well informed of what she is explaining to a friend. Consider also the brochure series below, figure 6.8:

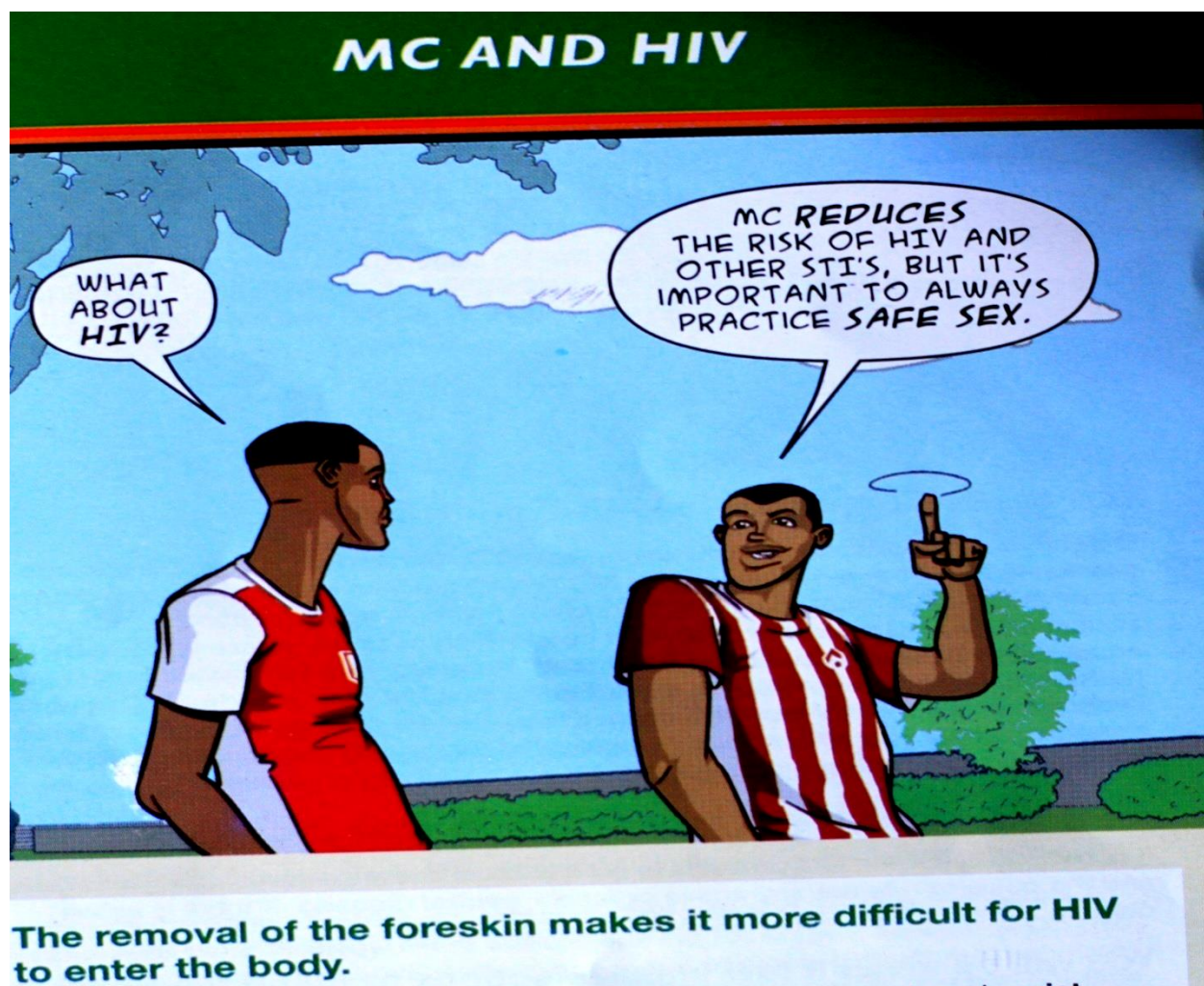


Figure 6.8: Men's dialogue on male circumcision (MC) and HIV

Figure 6.8 addresses issues of MC and HIV from the perspective of men. It encourages the audience to make a link between MC and HIV. The representation of participants indicates that the message is meant for youthful men. The modern hair cut, the dress code indicating favourite soccer jerseys and the angle of their hands indicating position of pocketed right hand, the other hand pointing up, all provide clue, that these are peers discussing on one-to-one basis. Therefore, figures 6.6, and 6.8 are male dialogues providing scenarios promoting men-to-men sharing of information on MC and HIV, while figure 6.7 is a female dialogue on MC presenting a scenario where concerned women also need to share information on the same topic MC, on their own. These scenarios provide an understanding that may influences collective decision making among men and women in staging the fight against HIV infection. The battle against HIV/AIDS calls for total

commitment through well informed decisions among responsible men and women. It is beyond doubt that the represented discussions are meant to solicit and share knowledge on MC in relation to prevention of STIs, HIV inclusive. This finding agrees with Chan and Donovan (2000) who observe that, billboard, brochure and poster messages are purposed to provide information towards shared goals of preventing and reducing mortality and morbidity and promoting health and improved quality of life.

Evidence of graphic (text) and visual (image) complement is apparent in the three figures where the speech bubbles in the brochures for example, are linked to the pictorial image of the figures for the narrative. More to the point, these speech bubbles are framed and located realistically to link the participants whose opinions they project. After all, the distinguishable picture plane emphasises the figures and add to accessible reading of the figures among other pictorial and textual elements (O' Halloran, 2004; Jones, 2012). Below is the presentation of speech bubbles attached to the brochures on MC in dialogue form. In this presentation, M and F represents male and female speakers respectively.

6.5.1.1. Speech bubbles attachments found on the brochure (figures 6.6, 6.7 & 6.8)

Figure 6.6: Benefits and Risks of MC

Speaker M 1: Why would a guy *want* to have his foreskin removed? (Seeking reasons for male circumcision)

Speaker M 2: MC keeps the penis *clean* and can reduce the chance of STIs (Motivation or reasons MC)

Below the speech bubbles and images, accompanying them is the written text linking MC to HIV which reads, “MC improves hygiene and can reduce a man’s chance of getting some sexually transmitted infections (STIs) including HIV, but does not provide 100% protection”

Figure 6.7: Facts about MC

Speaker F 1: What do I need know about MC? (Seeking knowledge about MC)

Speaker F 2: Men that are *circumcised* are *less likely* to get *HIV* and some *STIs*, but MC does not protect women, you should always practice *safe sex*, even after *MC*. MC reduces the risk of HIV

and other STIs but does *not* guarantee *100% protection* (Cautioning that there is no guaranteed safety against HIV even after male circumcision, care must be taken).

The accompanying text below the speech bubbles and the visual images reads, ‘It is important to know the benefits and potential risks of MC’ (source: MOH, Marie Stopes International, USAID, SFH). This provides a link between the benefits and risks of MC discussed by the men in figure 6.6 and the facts about MC discussed by women in figure 6.7.

Figure 6.8: MC and HIV

Speaker M 1: What about HIV? (Trying to establish a link between MC and HIV)

Speaker M 2: MC reduces the risk of HIV and other STIs, but it’s important to always practice *safe sex* (Encouraging practice of safe sex even after MC).

The accompanying text below the speech bubbles and the visual images reads, ‘The removal of the foreskin makes it more difficult for HIV to enter the body.’

Looking at the images, and the language spoken, for example, ‘...guy...’ it is clear that the message is meant for youthful men and women as target audience. The viewer’s role is being depicted as visible and attached to onlookers and this makes the aim of the message to be clear. This is in agreement with Kress and van Leeuwen (1996/2006) who observe that the interpersonal meaning in visual texts can be identified through the representation of relations between the viewer and the image. In fact, according to Kress and van Leeuwen, a number of aspects of interactive meaning are integral to the description of the viewer in terms of image interaction. This is supported by Jones (2012: 75) who states that, “in images, viewers are placed into relationships with figures in the image, and by extension, the producers of image, through devices such as perspective and gaze”. In this case, figure 6.6, 6.7 and 6.8 makes it easy for the message to be comprehended fully. The images makes it easier for the viewer to consider an offer to easy meaning-making since the participants are depicted as being personal, and the texts are not overloaded. The figures have few messages and objects that the viewer has to consider.

Furthermore, figure 6.6, 6.7 and figure 6.8 presents loud and clear messages concerning male circumcision (MC) in relation to HIV and other STIs. Evidently, the brochure places man at the centre of male circumcision, and women as concerned partners in issues of HIV/AIDS prevention

through male circumcision. The images are showing men and women discussing the matter or issue at hand, sharing ideas concerning male circumcision. Deducing from the representation of separate discussions held by men and women, one is able to tell that in Zambian society, it is still a taboo for a woman to openly discuss sexual matters with a man, therefore; discussions go well with members of the same sex. The brochure serves as voice for voiceless women where matters of culture and sex talk is concerned. One participant observed as in the extract below;

The woman wearing a headscarf is showing concern and is trying to consult the other one who looks unworried and shows willingness to share the knowledge she has about male circumcision. Equally, in the men's dialogue, the man in white and red stripped jersey seem to be comfortable and well versed with male circumcision, while the other seem to pay attention to learn more about the whole issue (P-FGD, extract 19).

The above observation brings along, the role that design plays in the structure of the elements of graphic and visual designs. This is coupled with consequential and multiple meanings subjectively perceived by the audience or users. The notion of design is identified as an active and dynamic process central to communication in contemporary society. It foregrounds the importance of multimodal resources, sign makers' social purpose and intentions, context and audience (Kress, 2000, 2003). Thus, the audience may attach meaning to the billboard, brochure or poster messages they come across subjectively depending on how the semiotic resources are packaged. This is also in agreement with Liu (2013) who observes that, what the reader notices in multimodal texts are the visual and design elements (e.g. pattern, line, shape, colour, typography, and texture) presented in the multimodal texts. Therefore, perceiving and noticing the visual elements of a multimodal text is an initial and primary aspect of the meaning comprehension process. The male circumcision brochures above clearly conforms to one of Halliday and Hassan (1976)'s principles of textual communication which states that "text is any passage spoken or written that forms a unified whole". The components of the brochure seem to relate to each other. In this case, there is cohesion in the organisation because the linguistic items consisting of texts are seen to be meaningful and interconnected in sequence.

According to the texts (figures 6.6 and 6.7), the connections of HIV and MC are detected in the men and women's conversation or discussion despite the word HIV not directly articulated in the titles. However, figure 6.8's title provides a direct link between MC and HIV. It is clear from the

representation of participants that issues of health are no longer a preserve for men. Women are also concerned in probing issues of HIV/AIDS because it is a health matter at hand in almost every society. Moreover, to interpret the meaning of multimodal texts, just like an analyst may have several questions in mind, the reader may ask himself or herself similar questions such as: What can I see from this visual image or what are the constructing elements of the visual image? What are the format and the dominant colours of the images? Where the text is positioned, within or beside the image or is it separated by borders or white space? What fonts are used? Are there any unusual or abnormal elements (such as elements that stand out or seem out of place)? How about the framing of the images? Are there thick borders or faded edges? With such questions in mind, one would say the comprehension of graphic and visual images always begins with the perception of the visuals that artists, illustrators, and graphic designers use to render a story and communicate to readers (van Leeuwen, 2005; Serafini, 2011; Liu, 2013). It calls for the reader or target audience to notice these particular elements in the organisation of the graphic and visual semiotic resources in order to be able to extract meaning from them during the interpretation processes.

6.5.1.2. Use of percentages to communicate risks of MC in HIV/AIDS texts

The study has established that despite the specific benefits of MC outlined in figure 5.18 below, the two texts in the brochure series above, figure 6.6 and 6.7 indicate that MC reduces the risk of HIV and other STIs, but does not provide or guarantee 100% protection. It is clear that figure 6.6 and 6.7 presents information about the limitations of MC, though portraying them as benefits. The producer presents these limitations by using positive language through words such as ‘keeps’, ‘improves’, ‘reduces’, ‘provides’, ‘promotes’, ‘is health’, and ‘prevents’ which highlight risk reduction and not the fact that MC does afford full protection. This observation collates with Kahari’s (2013) discovery that in real sense, even if a procedure reduces the risk of infection, it does not mean that the risks of becoming affected are eliminated. Accordingly, the information on the texts in question does not indicate for example, at what point are those benefits realised because some people may access MC after they have already been infected with the virus.

Although phrases like ‘does not provide’, ‘does not guarantee’, and ‘cannot defend’, (figures 6.6; 6.7 & 6.15), justify the partial protection MC offers, there is need to provide specific limitations to MC procedure in relation to HIV protection. To fully appreciate the effectiveness of MC as a risk communication strategy, there is need to continually identify not only the benefits, but also

the specific limitations of MC in the prevention of HIV/AIDS. Predominantly, the benefits are communicated through textual information while the limitations are only communicated in percentage through numerical statements such 100% (figure 6.6; 6.7), and not outlined specifically.

The use of percentage to communicate the risk of MC may pose a problem as not everyone among the target audience may interpret the meaning of such percentages. The percentages may potentially mislead the audience who may not be able to understand the risks from the point of view of medical procedures. Generally in Zambia, people from both groups the relatively and highly learned have often proved to have low numeracy competence and tend to be less sensitive to numerical differences and probabilities. While the brochure and poster messages point out that MC does not guarantee 100% protection, such a communication may be difficult to interpret by an ordinary Zambian citizen. By stating that MC does not provide or guarantee 100% protection, it means MC only affords partial resistance to HIV. Additionally, the protection is biased to men alone as indicated in figure 6.6: 'MC improves hygiene and can reduce a man's chance of getting some STIs including HIV, but does not provide 100% protection'. In this case, it is important for producers of messages or designers of texts to derive a communication strategy of results that the public can easily understand. However, the intended message is to forewarn the audience not to relay on MC alone, but to adhere to other safer sex practices and behaviours that may help them to reduce the risk of HIV infection and other STIs, as indicated in figure 6.15.

6.5.2. Male circumcision (MC) as the recent common theme in HIV/AIDS prevention

The study established that of late, male circumcision in Zambia is more emphasised as reliable strategy for HIV/AIDS prevention awareness and educational campaigns. This new direction is as a result a shift from regular strategies to more scientific research oriented strategies. More prominently communicated to audience in various ways, are related messages with emphasis on benefits of MC, as exemplified below:

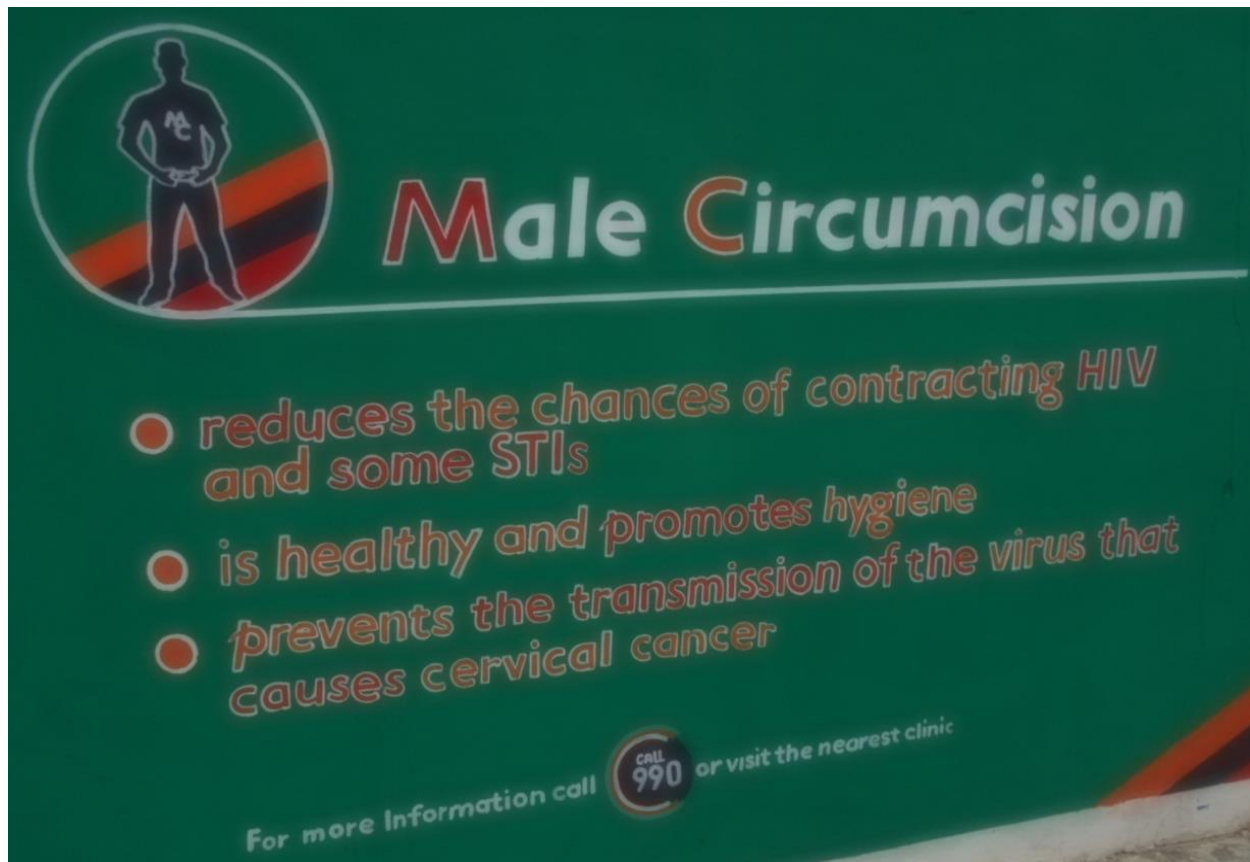


Figure 6.9: A man dressed in black informing the audience benefits of MC

The poster above presents a man at the centre of male circumcision as the pride of the nation. The figure also presents some of the benefits of MC. Furthermore, the poster displays text in the colours found on the flag of Zambia. In this poster, there is some Call-and-Visit information: 'For more information call, call 990 or visit the nearest clinic.' The poster has a communicative value of informing the audience of the benefits of male circumcision as outlined. The core message which is the benefits of male circumcision is written in the form of bullets suggesting that the man is speaking to an audience before him. Figure 6.9 below equally places a Zambian male at the centre of male circumcision, and presents a demand message.



Figure 6.10: National colours depicting MC as a new Zambian culture

The poster offers information in form of command, demand and instruction: ‘Take the step! Go for Male Circumcision today!’ the audience is called upon to call or visit the nearest clinic. This information provides reliability of the message being offered to the audience. The next figure, 6.11 is a billboard that informs the audience where to get the required services.



Figure 6.11: A depiction of service providers and sponsors of MC

The man is still seen as one to be involved in prevention of HIV through male circumcision. By virtue of the colours used, the poster is understood to be designed in the context of Zambian community. Predominantly, the colour is seen as the most powerful multimodal resource utilised

in this text to project the intended message of the text. The intended message is to inform the public of where to access the required service. The poster includes the visual and linguistic resources of the emblem, which are means to add credibility to the message or text. The emblem includes *New Start*, USAID, SFhi, and Psi, who are behind the successful production of the text. The use of acronyms 'YWCA' on the announcement: 'Society for Family Health YWCA Male Circumcision Centre' in the text is significant as the addresser uses it to subtly campaigns against shunning accessing the services by men obtained at a centre managed by women. YWCA refers to Young Women Christian Association. Figure 6.12 below provides examples of services obtained from the centre, tailored towards knowledge of HIV status for prevention purposes.

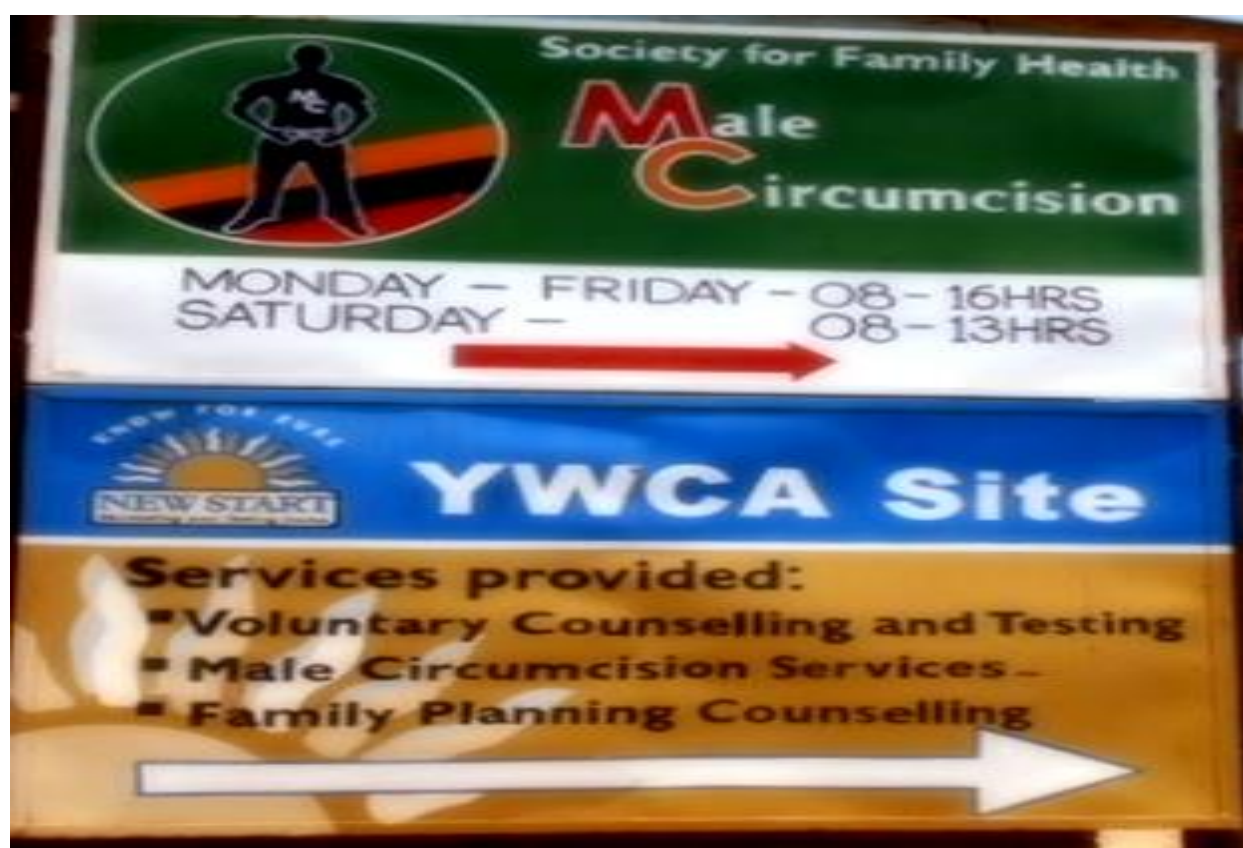


Figure 6.12: Directing the public where to access HIV/ health related services

Figure 6.12 is a billboard that directs people where to access the resources and services that support prevention. The main service offered being male circumcision as suggested by the positioning of the man at the centre of the service in a circle. The overall aspect of the billboard is to inform the public that such services as those listed, can be obtained at *New Start* counselling and testing centre

situated at Young Women Christian Association (YWCA) site. The arrow is one of the vectors used. It gives direction where to go, as highlighted in white colour, like the capitalised letters showing the site. The listed services such as voluntary counselling and testing, male circumcision, and family planning counselling can be accessed prior and, in order to have a well oriented mind. Purposefully people would be helped to address their fears about HIV/AIDS and would be in the position to take the right direction in terms of making choices related to avoiding HIV infection, re-infection and being affected by the epidemic. Attracting the attention of the audience and for the viewers to identify with the Zambian society

The fact that even male circumcision is listed among the services obtained at women's association indicate that the importance of HIV knowledge cuts across gender. This is an indication that such issues surrounding sexuality involving men and women's family affairs are no longer a preserve for men (Mambwe, 2013). Besides, VCT has been shown in many countries, Zambia inclusive, to be a gainful intervention in promoting behaviour change (for both men and women) to reduce HIV/AIDS transmission. It is actually one of the key entry points to prevention and care and support (WHO, 2011). When a person knows her or his HIV status, the mind becomes free to take the right choice regarding self prevention and preventing others against HIV/AIDS infection.

As established in the texts above, among the services being promoted in the strategic fight against HIV is male circumcision. Male circumcision (MC) is believed to offer a biological protection against HIV acquisition. In Zambia, MC is being promoted by Ministry of Health (MOH) as part of national comprehensive HIV prevention strategy. It is offered for baby boys below 60 days old and for young boys and adults aged 7 years and above. By description, Male Circumcision is the removal of the foreskin, or the extra skin that folds over and covers the head of the penis (NAC, 2014). The figure below: figure 6.13 promotes the uptake of male circumcision from the point of view of a woman.



Figure 6.13: Woman expressing surprise over an uncircumcised man

Figure 6.13 above encourages women to take keen interest in the issue of circumcision. The woman's gaze shows surprise as evidenced from the wide open tearful eyes. She seems to have made a sudden discovery that she has got involved with the man who is not circumcised. According to her surprised expression, the implication is that an encounter with a non-circumcised man is a situation that may pose a risk of being infected with either HIV or other STIs. However, she also advises the audience (man) to stand proud and get circumcised as stated: 'You mean you're not circumcised! Stand proud. Get circumcised.' While in figure 6.14 below, a woman is presented appreciating the use of condoms and having her man circumcised.



Figure 6.14: A woman cheerfully informs the audience safer sex practices

Poster 6.14 shows an image of a healthy female who is informing the audience that she likes it better condomised and circumcised. She makes comparisons with the non use of condom and none circumcised by stating; ‘I like it better condomised and circumcised; Better, Sexier, Safer’. This data demonstrates how multimodal texts have become a reliable platform in communicating sensitive issues to the public. In a normal communicative situation, a woman has no freedom to talk about sex issues publicly. The coming in of the use of intersemiotic communication modes have helped the voiceless women in society to communicate to others sensitive issues that they would not have discussed in their normal conversations.

6.5.2.1. Gender, culture and sexuality in HIV/AIDS prevention campaign texts

According to data gathered in this study, producers of multimodal texts have tried their best to be gender balanced in utilisation of semiotic resources within their reach. Gender is inclined to gender roles that are prescribed by societal norms and are learned from a young age; while sexuality is liable to sex roles that are biologically defined. However, in this study gender is used with reference to men and women representation in the modes of communications used. Different designers have produced texts that have a representation of men and women in communicating HIV/AIDS messages. Data demonstrates that some producers produce texts that are organisation behind promoting gender equity and equality in relation to speaking out sensitive issues such as HIV/AIDS. For example, the essence of the message which is benefits of MC in figures 6.9 is written in form of bullets which suggest that the man is speaking to the audience before him. The same message is reinforced by women in figures 6.13 and 6.14, where a woman is addressing the male audience, and expresses surprise, “You mean you are not circumcised. Stand proud. Get circumcised”. While the other woman tells the audience to help in sensitisation collectively the believed safe sex practices, she outlines the success and benefits gained as she says, “I like it better condomised, circumcised. Better, sexier, safer’. These are direct quotations that provide information that call for action from both responsible men and women.

The portrayal of women as if addressing a male audience is very important as it challenges the viewer that men are expected to have more knowledge and experiences regarding issues of sex and sexuality which puts them at risk. These multimodal texts have come to speak on behalf of the voiceless women who cannot openly address their men on issues of sexuality. Figures 6.13 and 6.14, for example, challenge prevailing norms of masculinity which expect men to be more

knowledgeable, experienced and powerful sexually. By so doing, men are encouraged to seek information and to admit their lack of knowledge about sex, while women are encouraged to stand firm and negotiate for safe sex in order to safeguard themselves from HIV infection and other STIs. These texts cut across cultural barriers that hinder women in society from getting and discussing issues of sex and sexuality.

Notably, culture guides the decisions, thoughts, and actions of people in their daily living. Simply stated, culture is a total way of life of a society, seen as a system of thought, behaviour, values and material creation of a human group or society as it interacts with the environment. Culture and HIV/AIDS have been believed to be inextricably linked since the HIV epidemic was first discovered. Therefore, the messages, for example on safer sex behaviour, particularly on ‘reduce your number of lifetime partners’ in figure 5.9 seem to confirm the idea that normally it is a social trend for some men to have so many sexual partners for, probably some overt or covert reasons such as wanting to culturally have a boy child if one cannot have with the wife at home, or for the purpose of sexual release.

Furthermore, men in most of the texts explored, for example figure 6.3, ‘Not sure of your partner? Test today’, where a man is laying waiting for the woman to join him in bed, are portrayed as having qualities that drive them to sexual desires without necessarily worrying much about the HIV status of the partner. However, the texts also link the spread of HIV/AIDS to both men and women, who are thereby, expected to take responsibility in the prevention processes. The Zambian society is observed to have a culture of silence with regards to issues of sex and sexuality on the part of a woman. A good and well cultured woman in Zambia is expected not to talk much about sex and sexuality. Though one may have the knowledge, such a person is expected to play ignorance about sex and be passive in sexual dealings with men. Actually, even where a woman is well informed, such a one still struggles to be practical in negotiating safe sex. As such, the intersemiotic communicating modes such as these explored in this study seem to have gone beyond cultural realities to speak out for the voiceless cultured women. They have portrayed women taking a lead in discussing sexually related issues such as male circumcision as evident in figures 6.7; 6.13, and 6.14. Emanating from these explored texts is a belief that, ‘men who are circumcised are less likely to get HIV and some STIs, but MC does not protect women, one should always practice safe sex, even after MC.’ This implies that MC reduces sexual transmission of HIV from

women to men, and not between men and women. This suggest that women are the sources of HIV infection, a blame game or ideology that situates women to be the sources of HIV, thereby, perpetrators of HIV/AIDS prevalence rates in society. For example, such an ideology would put a woman in an awkward situation should a circumcised partner become infected with HIV and any other STIs. Culture, gender and sexuality therefore, are closely linked especially in the way decision making on safe sex negotiations is concerned between men and women. Men seem to have more power than women; the texts explored therefore, assist the voiceless women to speak out culturally delicate issues such as HIV prevention and sexuality.

Figure 6.15 below illustrates combined messages HIV/AIDS prevention through MC, abstinence, condom use, sticking to one partner and knowing one's HIV status in relation to HIV prevention using a soccer analogy.

6.5.3. Use of soccer analogy in communicating messages of HIV prevention

The message in the figure below is intended to appeal to men, and uses the soccer analogy to situate men's sense of achievement in meeting their goals in life.



Figure 6.15: A soccer scenario portraying a combined effort in fighting HIV/AIDS

Figure 6.15 above encourages men to become circumcised from the point of view of male soccer players. The five participants in the image represent the defenders in the soccer team. MC is

represented by a goal keeper who ensures that the opponent does not score a goal thereby, compared to a goal defender keeping HIV from scoring a goal. The goal square is filled with defenders who assist the goal keeper in the defence. They are portrayed as circumcised champions, smiling encouragingly at the audience. Their smile expresses a sense of pride for being circumcised and this implies encouraging the audience who should emulate them. They are wearing jerseys with different labels ranging from; stick to one partner, know your status, condom use, to abstain. The bright colours; blue, green, white, orange and red, are deliberately used to make the poster attractive and for the audience to identify with the soccer team. The net behind signifies the belief that once the defence is made strong, HIV cannot score the goal beyond the net. The accompanying text enhances the message conveyed in the image and serves as a reminder to all men to ensure practicing safe sex despite being circumcised and it reads; ‘Male circumcision can help prevent HIV. But remember: A goal keeper cannot defend the goal alone, more than one defender is necessary against HIV’.

Apparently, in Zambia, soccer is one of the popular games loved mostly by men. Soccer players are praised and are famous. Actually, the implications of soccer is incline to sport attributes that are energy, team work, self sufficiency, sacrifice, hard work and discipline which are needed in the fight against HIV (Kahari, 2013). The fact that no supporters are presented in the image of players other than the soccer players’ attire and goal post environment, the text reinforce the idea that players are in full force acting to achieve the set goal without being hindered. The ideal of team work in soccer players is manifested in the action done together where MC incorporates the efforts of sticking to one partner, knowledge of status, abstinence and use of condoms, as part of the rules to follow in order to achieve strategic prevention of HIV.

More to the point, soccer as a game is based on certain rules that must be honoured. In fact, a good game builds on the display of premeditated planning, team spirit, and truthfulness, with attributes that include integrity and fairness. The fact that the outcomes of a game are normally not known in advance and little victories do not necessarily mean an overall win, the audience is encouraged not to rely only on male circumcision, but to combine other efforts as exhibited in figure 6.15. The producer so it fit to use the soccer correlation in communicating male circumcision messages to strike the balance in favour of medical male circumcision.

The study also observes that in an ideal situation, images should be used to support, emphasise, complement or substitute for a text or vice versa, and not to just dress up the poster with colourful artefacts. There seem to be an inconsistency between the image and the text in figure 6.15 as each constructs a different reality. For example, the use of the image of the defenders maybe misleading to the target audience as it can provide wrong assurance that MC can ‘defend’ men from HIV. Men can regard MC as an ‘unseen condom’; this can create a misconception that may lead them to engage in risky behaviours. Such type of reasoning can also lead to the postulation that circumcised men are HIV/AIDS free. This may further make it difficult for women to insist on their men wearing condoms, in the long run decreasing their power in negotiating safe sex practices. It should be born in mind that MC reduces the risk of HIV infection, but it is important to always practice safe sex.

The findings reveal that alongside HIV prevention through MC, is the advocacy for safe sex, use of condom abstinence and knowing HIV status (figure 6.15). Such types of advocacy seem to portray that HIV can be prevented without removing part of the penis. The message could pose a problem to readers because it is not clear why one would bother himself to go for circumcision, if there are other protective strategies. More especially, if for example, it is not in their culture to be circumcised, they will still prefer circumcision to use of condom or abstinence, and other methods available. Equally the message of abstinence advocated together with exploring other forms of sexual pleasure such as hugging and touching (see figure 5.9), may be problematic to the audience, as such alternatives may actually trigger sexual contacts that may come suddenly without considering protective measures.

6.6. Summary of chapter

The study in this chapter has established that, the use of both linguistic and non-linguistic modes enhances the interpretation of meaning by the target audience. The target audience, to the larger extent, is able to make associative relationships realised through inter-semiotic relations and logico-semantic relations created through image-text associations. It follows therefore, that the study establishes that the image-text (visual-graphic) relations of a multimodal text is better considered from the relative contribution of each mode (both graphic and visual modes) to the construction of meaning in the text or distribution of semiotic modes.

The study describes the visual-graphic (image-text) relations in terms of their expansion and projection functions. Through these functions, the modes in the texts are able to elaborate, extend and enhance the construction and reconstruction of the intended meaning by both the producers of the texts and the target audience. The possible image-text relations identified in this study indicate that text supports image through anchoring, and in other situations, image support text during illustrating, in the provision of clues to arrive at the meaning of the message being communicated. Yet in other situation, though rare in fixed images, but common in moving images (film), the two, text and image appear to be equal during relaying information, with dialogue function that serves as elucidation. This helps to recognise meanings that are not found in the image itself (Halliday, 1985, 1994). Therefore, to decode the meaning, the target audience heavily rely on semiotic resources which signal the intended meaning by the producers of the texts. Notably, most of the HIV/AIDS campaign texts explored in this study consist resources that carry with them the communicative significance and acts of instructing, advising, beckoning, encouraging, warning and informing. The chapter has primarily explored the multimodal nature of HIV/AIDS prevention campaign texts, and has shown how the graphic and visual semiotic modes blend into enhancing interpretation of meaning by the target audience.

The chapter that follows is concerned with the intentions of the senders or producers of HIV/AIDS messages; the audience and their interpretation of HIV/AIDS educational multimodal text. The findings are presented in two parts in relation to the third and fourth objective.

CHAPTER SEVEN

SENDER'S INTENTIONS VERSUS THE AUDIENCE AND THEIR INTERPRETATION OF HIV/AIDS EDUCATIONAL MULTIMODAL TEXTS

7.0. Introduction

This chapter is the third part of analysis. The chapter is dealt with in two parts. The first part is concerned with ascertaining the intentions of the senders of HIV/AIDS messages as they use both graphic and visual semiotic material in disseminating messages to intended audience. Whilest the second part focuses on how the target group, audience or readers decode HIV/AIDS educational messages exposed to them in their daily lives. The data gathered indicate that producers of HIV/AIDS educational texts purposefully combine various graphic and visual elements within a text to assist the target audience make sense of the messages. These elements may include representation of humans, animals, places, symbols, and other multimodal properties that have the potential to attract the attention of the target audience. The chapter argues that just like producers of texts interact with graphic and visual semiotics in the construction of meaning, the target audience or readers of messages also interact with the texts and images in the reconstruction of meaning as intended by the sender or producer.

7.1 Purposeful use of both graphic and visual elements on one medium by producers

Findings indicate that producers of HIV/AIDS prevention awareness campaign messages use various semiotic resources in order to instruct, beckon, encourage, warn, and inform the audience of issues surrounding HIV/AIDS transimission and prevention in a persuasive, but realistic and polite manner. Consider the data presented below under various themes:

7.1.1. Prevention of mother-to-child-transmission of HIV/AIDS infection

The findings show that producers of HIV/AIDS messages in their quest to seek cooperation with the intended audience in addressing critical issues use polite language, tone and moderate images to strategically persuade their audience to appreciate the message. Figure 7.1 below politely persuade the audience to take preventive actions.



Figure 7.1: HIV- positive expectant mother and new born baby receiving treatment

Figure 7.1 depicts a mother (pregnant woman) taking oral medicine whilst the nurse gives the newly born baby medicine through an injection syringe. The figure focuses on how to protect the family of people living with HIV/ AIDS (PLWHA), predominantly unborn and new born babies, from HIV. Thus, the guide include the images of the health looking pregnant mother taking oral medication and a health looking baby being attended to by uniformed healthy personnel. The images have a communicative value of encouraging the audience, which includes women of reproductive age, to primarily concentrate on prevention of their babies from HIV. The image on the left column depicts a pregnant mother assumed to be HIV-positive, though she is healthy looking. The intended message is that, it is imperative for mothers to be aware of measures to be taken in order to protect the unborn and by extension the infant as suggested in the image on the right column.

The image on the right column of the brochure suggests that after delivery, a healthy looking baby born of the infected mother can still receive medication for protection against HIV. By and large, unborn and newborn babies are quite venerable as they can easily get infected by HIV from their

mothers since they can be in contact with their mothers' blood during delivery and during breastfeeding after delivery, especially in cases where the infected mother has sores on the breast nipples (see also figure 5.3, on page 82). The message across is that certain medicines can be taken during pregnancy and after delivery; the baby can be checked by a health worker and given appropriate medicine. The main message is 'There are medicines that can help lower the chance that my baby will get HIV.' The message is an announcement in the form of a declaration and has also a communicative value of informing the audience in order for them to be aware and act to reduce HIV/AIDS infection vulnerability of their babies.

By implication, the audience is called upon to take action by means of going to the health facilities to establish their status through HIV testing and get to know how to take care of their families. The producer of the text also uses such multimodal resources as the dress code for participants. The pregnant mother is dressed simply, in acceptable Zambian attire (local attire) across Zambia, which is suggestive of a humble background. It is obvious that the woman belongs to the low income class of people, inclusive of those from rural areas (NAC, 2015). Nevertheless, being from a humble background does not restrict any mother from protecting her baby. Taking into consideration, the way the main message is presented, it can be asserted that the health advice on HIV is not restricted to those of elevated class, but is made available to all in both the rural and the urban areas.

The white dress and hat as attire for the health personnel is a nationwide recognised colour uniform for nurses in Zambia. This indicates that the fight against HIV in Zambia is not an individual warfare; it involves government efforts through the Ministry of Health. The nurse's uniform indicates involvement at national level while the use of the personal pronoun 'my' in the leading text indicates the involvement of every caring mother to ensure the prevention of her baby against HIV infection. This is significant because the text is speaking to PLWHA. In this case, they are involved with the represented participants. This involvement is further reinforced by the visual image of the nurse offering health services. The gaze of the mother and the way she visibly handle the medicine and cup of water to drink the medicine is invitation enough to courageously take the medication to safeguard the unborn child. The child and nurse in the image also indicates an invitation, demanding or encouraging the viewer to be motivated to visit the health facility taking babies for checkups.

Furthermore, the linguistic text also offers information in form of an announcement to the viewers. The information offered includes revealing the availability of preventive medicines. Additionally, the brochure illustrates the use of reactional process as the healthy mother and baby in the image are what need to be seen by the audience. The transmission of HIV from an HIV-positive mother to her child during pregnancy, delivery or breastfeeding is one of the key drivers of HIV epidemic in Zambia which should be prevented (NAC, 2014). Evidently, the producers of messages use a combination of realistic graphic and visual elements to attract the attention of the viewers and to make the message real and concrete. Another issue that was addressed in HIV/AIDS prevention campaigns was on stigma and discrimination. Figure 7.2 is an example of the many texts communicating messages on kicking out stigma and discrimination of people living with HIV/AIDS (PLWHA).

7.1.2. Kicking out stigma and discrimination of people living with HIV/AIDS

The findings indicate that producers use intersemiotic modes to intentionally contextualise the message for the audience to attach value. Figure 7.2 below describe the importance of reducing stigma and discrimination in the effort to carry out successful campaigns and communications on HIV prevention. The narrative is designed in a real social context.



Figure 7.2: Family members having communal meal regardless of HIV status

The poster speaks to the relatives and friends of PLWHA on care and compassion for people living with HIV/AIDS. The viewer is guided by the image of six people seen having a meal together. However, out of the six people depicted, it is not clear or not known as to who among them is HIV-positive. The message is intended to let friends and relatives of PLWHA know that it is important to love and care for people living with HIV. The text offers an announcement and confirmation of love and care: 'My family and community love and care for me'. The use of personal pronouns 'my' and 'me' is an indication that one of the participants depicted in the image is HIV-positive and as such he or she is trying to communicate the message that, despite living with HIV/AIDS, the family and community still cares. Offering care and support is one way of according PLWHA to lead a normal life such as eating together as illustrated in the text. The message is enhanced in the confirmation statement by those representing family and community members; 'We kick stigma and discrimination out'. This reinforces the communicative value of encouraging family and community members to love and care for PLWHA. Therefore, the family and community members are called upon not to isolate or stigmatise PLWHA. Instead, they are reminded of their care and compassionate responsibility towards PLWHA. Discrimination and stigmatisation may be a hindrance to disclosure of HIV status for fear that once known to be HIV-positive; one may not be well accepted in a particular society. Therefore, messages designed for AIDS mitigation should address stigma and discrimination and attempt to influence social response (NAC, 2014).

The consequences of stigma and discrimination include among others, being shunned by family members, peers, and the community, poor treatment in healthcare and education settings, an erosion of rights, psychological damage, and negative effect on the success of HIV testing and treatment (Avert, 2011b). Such consequences make it clear that stigma is a mark of shame or discredit on a person or group. As such, it should be avoided because it can manifest itself in a variety of ways, ranging from ignoring the needs of a person or group, to psychologically or physically harming those who are stigmatised. Stigma can also cause people to perceive individuals who are HIV-positive or at risk for HIV as the other ("them"), thus, 'othering' them, thereby; reinforcing their feeling that HIV could not have happened to them. Failure to address stigma can further discourage individuals from seeking out VCT and proper medical care, prevention of mother to child transmission prevention services inclusive as affirmed by one of the respondents:

When you go for antenatal, they do an HIV test and then, when everyone else knows that you are HIV-positive, they make bad comments, it pains. I would rather stay without going for VCT to avoid being stigmatised; it is just like when you are seen carrying condoms people question your integrity (P-FGD, extract 20).

The data from the extract above raises a concern that, it is important to avoid stigmatising HIV-positive victims. Perpetrated stigmatisation may also be responsible for the rise in HIV infection rates as people may be going about sharing unprotected sex without disclosing their HIV status. The positioning of the six people in figure 7.2 eating together depicts the positive attitude to be accorded and displayed towards the PLWHA unlike the negative treatment they are usually given in some instances, which should be discouraged as the texts demonstrates. Equally the positioning of a duo hugging each other at the far right corner of the poster with the accompanying text ‘Care and compassion’ seem to stand for unity of purpose in the fight against HIV by discouraging discrimination. This also signifies that a hug cannot make one get infected with HIV, the intended message is to remind the community that it is important to treat everyone the same and not make assumptions about individuals. The use of the personal pronouns ‘my’ and ‘we’ in the verbal expressions about issues of stigma is one way of avoiding further stigmatisation, using ‘we’ rather than ‘us’ or ‘them’ indicates involvement, rather than ‘othering’ others. It is all-encompassing because some readers may be among the people living with HIV. The producer intends to create positive mindset and attract the audience or reader through the use of the linguistic personal pronouns ‘we’ and ‘my’, and to visually depict participants eating in a communal way. This also makes realistic representations in disseminating such emotional touching issues that are meant to help stop further stigmatisation and for inclusiveness purposes.

Additionally, the utilisation of communal meal or rather eating together signifies incorporation of PLWHA as part and parcel of the normal system. It provides hope that PLWHA should not be isolated. Members of the community are encouraged to have positive attitude towards one another because HIV/AIDS does not discriminate. As also observed by Oyeboade and Unuabonah (2013), it is factual that HIV/AIDS is neither a class nor gender bound condition. As a result, people should be mindful of the fact that they can find themselves in a similar condition. Equally, the use of red colour foregrounding the text signifies that ‘blood is thicker than water’ regardless of one’s HIV/AIDS status, family and community members are compelled to love and care for their loved ones.

Although the facial signal of every member depicts concentration on the communal meal, the outlook of the one getting relish from the bowl signals that he might be the one infected with the disease. However, there is no sign of him being rejected or abandoned. The projection of his hand which dips into the relish bowl suggests that in spite of his present dilemma, he is not isolated, he is treated normally. Consequently the message is enhanced by the statement 'we kick stigma and discrimination out'. In so doing, the family and society members at large are called upon to care, love and support PLWHA. This gives hope and creates a sense of importance of information, education and enlightenment that gives hope to PLWHA to face the realities of the epidemic.

Moreover, the poster offers and demands for a positive reaction for the viewer not to isolate an HIV-positive person and informs the viewer that PLWHA should be cared for. The image provides a platform that people no longer stigmatise others. The information passed across is that, it is important to embrace others and the poster illustrates both the reactional and action processes. It is reactional in the sense that the represented participants are positioning the viewer to having positive attitude towards PLWHA. It is also trans-active action since there is interaction between the represented participants; the six people eating a communal meal and the duo at the far right top corner as actors.

What is more, the producer of the text uses a frontal angle which indicates involvement. This involvement is seen by the sitting arrangement in a circle that signals that no matter what happens, the chain of love and care should be maintained. Significantly, the text is speaking to both those living with HIV and community members as represented in the choice of participants. However, the majority of participants are women an indication that women are the ones who are most concerned about the healthy welfare of community members at both family and society levels at large. The implication is that the viewer should have a sense of responsibility and should not be distant from or stigmatise HIV-positive people. After all, being HIV-positive is not by choice, the virus does not discriminate and causes of its acquisition may be uncertain, for example, even gender-based violence can expose someone to HIV risk infection.

7.1.3. Gender-Based Violence (GBV) and HIV/AIDS prevention awareness

Findings show that there is a link between gender-based violence and HIV/AIDS. Figure 7.3 below informs the public on gender-based violence and HIV from the perspective of man. It also confirms that in narrative representations, elements are usually represented through real or imaginary vectors.

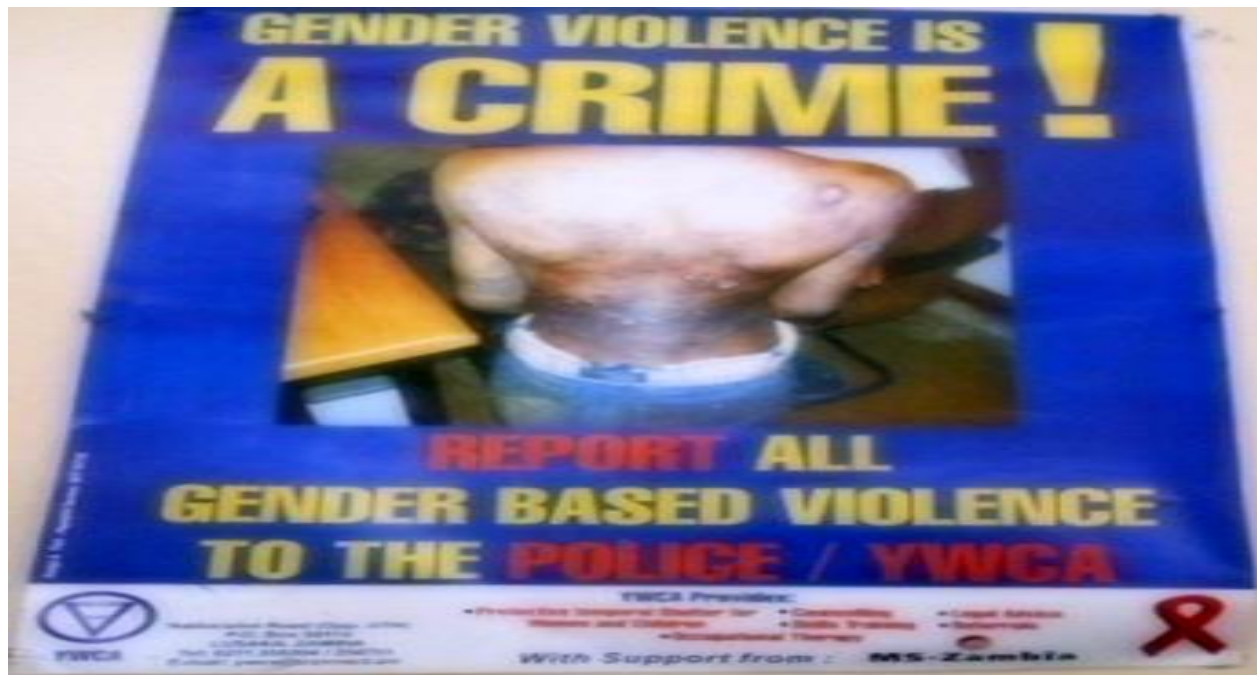


Figure 7.3: Man bruised depicting overt results of gender-based violence (GBV)

The poster presents a man with physical bruise which might have resulted from the domestic related violence as suggested by the furniture and dress code. The man is dressed half way and is standing by the wooden table suggesting that he is in the home. The text carries the communicative value or acts of warning and instructing the audience: 'Gender Violence is a Crime!' This is warning enough to alert the audience not to tolerate such a crime. However, victims of GBV are silent due to the fear that they may be stigmatised in their communities. This idea is signified by the participants' facing the other direction, instead of facing the audience. The producers also make use of the close shot which is indicated by the appearance of broad shoulders without a head of the represented participant; and the lowered pair of trousers exposing the white underwear. This is in conformity with Kress and van Leeuwen (2006) who suggest that narrative representations elements are usually represented through real or imaginary vectors.

The text further instructs the audience: ‘Report all Gender Based Violence to the police/YWCA.’ This makes it clear that the theme of the poster is GBV; however, the presence of the red ribbon, an accepted symbol associated with HIV messages renders the text a link to HIV. The intended message is to communicate to the audience that GBV is not just bad but it is a crime, and that it can expose someone to HIV vulnerability. The poster also contains information that demands a call-and-visit, suggested by a list of institutions where the victim can report the matter or criminal offence and probably get more information or assistance. The text further contains the visual and linguistic resources of the symbol which depict the logo of the producers of the text and their names. The intention is to authenticate the message.

Similarly, figure 7.4 below communicates GBV to the public, but from the perspective of a woman.

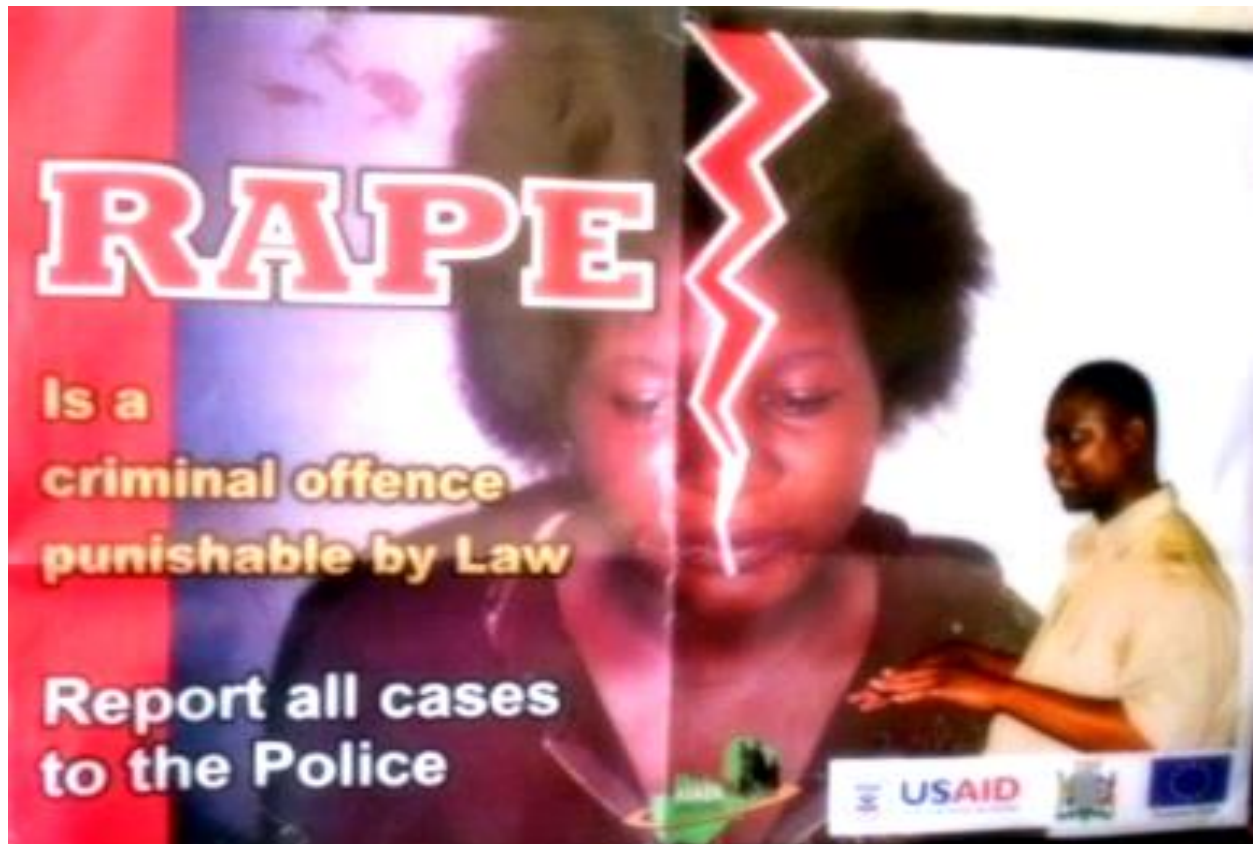


Figure 7.4: A woman seen as victim of rape, being calmed down by a police officer

Figures 7.4 present a woman as victim of GBV through ‘rape’ as emphasised in the main message. The police officer calms down the victim as the position of his arms suggest. Rape is one of the sexual violences that may perpetrate HIV infection vulnerability. The presence of a uniformed

policeman suggests where to report the crime. While, the producers and sponsors of the poster listed using their logos makes the message reliable. The red mark across the face of the woman like lightening provides a clue on how devastating the incidence can be. It signals how the mind becomes split due to the devastating outcome of rape. Notably, after being raped, a person has to overcome a mountain of problems, among them the risk of being infected with HIV and other STIs, the pain gone through during rape, which leads to a long-lasting psychological damage or trauma. Rape is understood in the Zambian community as deviance practice which is prosecutable as stated in the text, 'Rape is a criminal offence punishable by law. Report all cases to the police'.

By description, gender-based violence (GBV) refers to violence involving men and women, in which the female is usually the victim. The notion is derived from unequal power relationships between men and women. Normally, violence is directed at a woman because she is a woman. However, nowadays, even men suffer, more especially, from domestic gender-based violence. Such violence affects the man and woman disproportionately. As established in the study, GBV include among other violent actions; such as physical, sexual, and psychological harm. For example, forced sex may directly increase the risk of HIV transmission. This discovery is in concord with Fox (2003) who observed that, as a result of physical trauma, violence or threats of violence may limit the ability to negotiate safe sex.

Equally, the inadequacies in injustice systems may result in a disincentive to reporting rape and or seeking post-exposure prophylaxis. Not only that, incidences of childhood sexual abuse may lead to sexual risk taking in late life; and sharing of HIV results may increase the risk of violent response by the partner (cf. Fox, 2003). In this case, GBV highlights the relationships between women's subordinate status in society and their increased vulnerability to violence, even if men, boys, and other vulnerable groups or marginalised populations equally experience GBV. These groups of people are also vulnerable to HIV infection as illustrated in figure 7.3 and 7.4 above, where the abused man and woman could have been indirectly or directly exposed to HIV.

The study has established that the producers or designer of HIV texts use both graphic and visual elements in educating the public for a number of reasons such as those pointed out during semi-structured interviews as indicated below:

We normally use both the written text and visual images on the same medium in order to create greater impact about the issue at hand. Breaking the monotony and trying to strike the balance between the verbal and visual triggers us to use both words and images. The need to gently persuade the audience to take action after reading the texts also enables various producers to use available resources that politely persuade the audience to understand sensitive issues such as HIV/AIDS. Equally, seeking cooperation with the reader in addressing the critical and threatening condition of HIV and AIDS enables producers to use positive words and polite tone to strategically persuade the audience towards appreciating messages being put across to them. We combine different colours and use real or near-real images to attract the attention of our audience and to make the message real and concrete and for the audience to easily get the message (P-SSI, extract 21).

Accordingly, the data above indicate that producers are empathetic as they present social issues at hand as giving exact meaning of an issue can only be done when producers use literally situations and put themselves in the shoes of the audience. Trying to understand the situation from the perspective of the target audience enable producers to use various intersemiotic resources to educate, warn, instruct, and above all inform the audience of the issue at hand. Therefore, by using intersemiotic modes such as colour, imagery, real pictures, and many more in communicating HIV/AIDS messages, producers intend to concretise the message, making it real and persuasive to the target audience without intimidating their minds. This finding is contrary to Kamanga (2005), who observed that the visual images used in anti-AIDS posters were threatening rather than persuasive to the audience.

7.2. Decoding of HIV/AIDS prevention and awareness texts by the target audience

This section establishes how the target audience interact with HIV/AIDS educational messages in the process of decoding meaning. The findings indicate that the meaning potential of some of the semiotics in print media such as posters, brochures and billboards may be restrictive and less attractive to the audience, depending on the packaging of the elements. However, to arrive at an intended meaning, the target audience pay attention to almost every elements of the given text and evoke different frames depending on the nature of the text. This point is illustrated using the data below that deals with issues of material gain and transactional sex. Consider the data below:

7.2.1. Text complexity and interpretation of meaning in HIV/AIDS awareness texts

The findings show that regardless of the arrangement of elements in HIV/AIDS awareness campaign text, the target audience interpret the meaning of the text guided by its elements. Figure 7.5 below depicts a text which, on face value seem to have a complex initial proclamation: ‘Don’t sell your self short’, but it is comprehensible;



Figure 7.5: Pregnant school girl and wrapped parcel illustrating transactional sex

Figure 7.5 carries a message of warning, and advice. The primary announcement: ‘Do not sell yourself short’ seem to be too difficult to be understood by an audience of ordinary literacy level. However, the presence of the images and HIV/AIDS symbol of solidarity and other accompanying texts renders the message meaningful to the audience. The poster has a school girl who is pregnant and a parcel wrapped with a red ribbon placed by the image of the girl whose head is not shown to hide identity. Hands are shown holding on the bulging abdomen. Below is a tagged message: ‘sex for gifts or money may get you the things you want but you may also get what you do not

want-HIV/AIDS-or an unwanted pregnancy.’ The text warns its audience against engaging in transactional sex as this may bring unintended results. The data also suggests that one of the factors leading to unceasing increase in HIV/AIDS infection rates is the trend of receiving gifts inexchange for sex.

The study gathered that transactional sex is having sex in exchange for a service or favour, money, and other gifts like phones and food. Such gifts are commonly exchanged among society members, both the poverty stricken and the well to do people. After receiving a gift, for example, one might not have a say over decisions on his or her own sexual life. Additionally, males may use the favours to attract multiple sexual partners. These relationships only provide a part of income on the part of the one providing sex, and pleasure on the part of the one enticing the other through gifts. These and many more transactions of this kind may overlap with other types of sexual relationships (for example husband or wife). Therefore, transactions such as these may in the long run, lead to failure in negotiating safe sex, as established in the this study.

Despite the complexity of the phrase in the initial announcement (Do not sell yourself short), the study gathered a number of responses in relation to the meaning of the messages communicated to the audience as indicated below:

This image reminds us that it is not good to accept gifts from men, who may later demand for sex. For example, when we were at school some time back, my friend didn’t write her grade 9 exam because she fell pregnant for a man who used to bring her biscuits and sweets at break time. As we are talking now, she is dead because she was also found HIV-positive and she did not accept the situation (P-FGD, extract 22).

The interview extract above was recounted by a female respondent, supported by a male respondent who observed and shared his view as indicated in the extract below:

It is not only men who give gifts, even women can hook you to have sex with them, we have seen and heard on TV that some school going boys have sugar mummies, while small girls have sugar daddies. They give them money and gifts in exchange for sex. For example, one of the boys at my former school during our time failed to write his exams because the woman he was going out with didn’t give him time to study, she used to be with him all the time instead of allowing him to study for exams. While a girl can be visibly pregnant, at the same time acquire STIs and HIV, boys

normally get the infections, but because STIs when acquired do not show like a pregnancy, no one get to know their problems (P-FGD, extract 23).

With reference to the responses above, one is able to tell that the arrangement of the element in the design features of a text can enable the reader to deduce meaning by relating the texts to the images or vice-versa. Because of the way the writings and visual images are arranged, one is able to get the message of warning, which is to avoid accepting gifts from the people whose intentions are not clear. Respondents strongly indicated that it is common among both poverty stricken members of the society and the wealthier to engage in transactional sex. The wealthy people in society do engage in transactional sex, especially for more luxury things and selfish desires.

Thus, transactional sex is driven by poverty and desire for more luxurious things that one may not afford. For example, it is common among the youths to desire fashionable things such as smart phones expensive hairs at the expense of their health and life. As for the married adults such trends are triggered by the desire to look more expensive than their spouse can afford. They are driven into exchanging expensive gifts at the expense of their health and marital stability; such behaviours bring along issues of being unfaithful to the spouse at home. Historically, exchanging gifts has been a common trend in many societies; it all depends on the intention of the one offering a particular gift. The intended message therefore, is loud and clear, care must be taken not to receive gifts that may lead to a tragic end. The target audience is therefore, called upon to be on guard over such transactions that may lead to vulnerability in terms of negotiating safe sexual behaviours.

The target audience are the youths as such; the intended message is to warn the youths, especially school girls, who are to identify with the participant through the uniform she is wearing. The school girl lands into problems of unwanted pregnancy because of accepting gifts as suggested by the wrapped parcel beside her image. Therefore, sex for gifts or money may get one the things they want, but this may also result into getting unwanted results. The girl is speaking to the fellow youths warning them to avoid using shortcuts in obtaining materials. The message is in relation to the identified theme '*Avoidance of material gain and HIV/AIDS*'. The green necktie hanging, the white shirt and green skirt provide cue to the audience that the participant is a school-going girl. The texts provide warning to school girls against accepting gifts which may lead to double tragedy: 'HIV infection or unwanted pregnancy'. The message advices the audience not to accept gifts as these may result in transactional sex. To decode the meaning the audience make sense of the text

by associating the linguistic and non-linguistic element of the text thereby, evoke school frames as they construct the intended meaning. This position is supported by Kress and van Leeuwen (1996/2006) who regard framing as the way in which various elements of visual composition are connected to each other or disconnected through frame devices creating cohesive meanings.

One of the respondents further confirms the above position and stated, as revealed in the interview extract with reference to figure 7.5:

As you can see, the parcel is wrapped using the red ribbon and there are words underneath that are also in red 'HIV Or an UNWANTED PREGNANCY'. These words and the parcel speak the same language, you accept the gift, you are brought closer to the person who offers you that gift and eventually transact sex, leading to the misfortune of HIV/AIDS and unwanted pregnancy. We are learning a lot from these texts. Some people can give you gifts today and before you realise their intentions, they demand for sex in return. Look! The girl is now in problems, taking care of the unwanted pregnancy, handling school work and thinking of her HIV statuses (P-FGD, extract 24).

The producer uses capital letters to emphasis the tragic out comes, HIV and unwanted pregnancy. This observation is true to the depiction of a school girl embracing or holding a bulging tummy in the visual. Two hands are seen engulfing the stomach with a white school uniform shirt; hanging downwards on the stomach is a green necktie suggesting that the school girl is much involved in worrying about the unwanted pregnancy instead of being concerned with school work. She is supposed to be happily holding books but she is holding the bulging belly.

As already noticed, the target audience here is the school going youths. However, the message is a timely warning and advice to all youths and adults, men and women who should be aware of the dangers of transactional sex. The advice is to avoid accepting gifts in exchange with sex as this may put one at high risk of HIV/AIDS infection as deduced from the use of red colour in the warning writings and wrapper ribbon. Significantly, the red ribbon is wrapped on the parcel and the other one is placed independently below the parcel to indicate that it is dangerous to receive parcels that may lead to unforeseen circumstances. Certainly, the fight against HIV/AIDS is better won starting from the mentality of the concerned human beings. This can be better achieved through communal solidarity in guarding against behaviours that may lead to increased HIV infection rates in society.

In addition, the phrase; ‘Don’t sell yourself short’ is spoken in relation to accepting gifts that may eventually lead one to land in problems related to transactional sex. One would not understand that such a phrase is related to transactional sex and HIV unless a text-image association is made through expansion. Thus, the meaning ‘Don’t sell yourself short’ is better arrived at when the image add information to texts as shown in figure 5.9. It follows therefore, that meaning is the most important thing that makes a text a text, and that the text has to make sense. In figure 7.5, the audience makes sense of the warning message by considering all elements of the text in order to arrive at the intended meaning. Besides, a text in Halliday’s view is everything that is meaningful in a particular situation and that the basis of meaning is choice. Actually, a text is perceived as a semantic unit of meaning which has clauses that are contextual properties that hang together (cf. Halliday, 1978; Jones, 2012).

Furthermore, the interpretation of the text above is initiated by the producer, who considers the social context and real life situation in which reliable messages can be produced. This is in agreement with Kress and van Leeuwen (1996), who assert that the “grammar” of visual design examines the way the depicted people, places and things are combined into a meaningful whole, as used in social context. This implies that all elements of the text assist in constructing meaning even in what may seem a complex text. Just like grammar of language describes how words combine in clauses, sentences and texts, visual grammar here describes the way in which depicted people , places and things combine in visual “statements” of greater or lesser complexities and extensions (Kodak & Yieke, 2015). In this case, visual design plays an important role in the production of meaning. For example, the wrapped parcel is tied up using a red ribbon and it is placed near an HIV/AIDS symbolic red ribbon which is a worldwide accepted symbol related to HIV/AIDS campaigns and awareness. In so doing, the message proves to have a direct link with HIV/AIDS.

The findings show that despite the degree of intricacy in a certain circumstances of texts, there is a possibility for the reader or viewer to get sense out of a given text. For example respondents could not have deduced meaning from the graphic and visual image in figure 7.5 if the elements were not coherently and cohesively organised. The study identifies vectors which include among others, the hand embracing the bulging stomach, the dress code, which is a green and white school uniform, the wrapped parcel and the red ribbon that links the messages HIV, as devices providing

cue to the reading and interpretation of meaning of the graphic and visual semiotics in the text. The emblem that indicates the source of the text also adds truthfulness and authenticity to the disseminated message. Consequently, the interpretation of the elements in the discourse of the poster is dependent on that of another within the same poster. Thus, to arrive at the intended meaning, consideration is made to all elements in the text. These elements are understood to have major individual roles that contribute to the meaning of the whole text. This is in agreement with Jones (2012) who argues that cohesion is part of the language system and that it is a semantic concept that refers to relations of meaning that exist within a text, and defines a text.

The findings have demonstrated that the target audience decode HIV/AIDS educational messages by paying particular attention to elements contained in a given text. With the use of multimodal HIV campaign texts, information regarding transmission and prevention of HIV is no longer limited to the Zambian community. Almost everyone need, and have to access such information in order to make informed decisions. In fact, as the spread of HIV/AIDS pandemic seem not to decrease, there is need to provide the public both young and adult people with adequate information through various means on the deadly virus (Hogan & Palmer, 2005). However, foreign designed or oriented messages may misguide the local audience thereby, bring along misinterpretations of messages. In anycase, most of the texts explored in this study are accessible to the audience. This implies that, plainly, the study has revealed that posters, brochures and billboards that are designed as simple as possible are accessible and comprehensible by the target audience.

Furthermore, multimodal texts should appeal to audience members and be socially responsible. Figure 7.5, where the audience is warned against indulging in transactional sex through exchange of gifts confirms the appeal characteristics of texts. The hard of hearing and those with limited literacy abilities may be able to access the message through the visuals, which for example include colourful presentation of participants as illustrated in some of the texts analysed. Besides, there is no cost in accessing the message on billboards and posters unlike such media as television (TV), newspaper and many more that attract a fee to access information. Additionally, carefully designed poster, billboard, or brochure message can bring about audience reflection of their society members' lives and behaviours. They also promote public discussion and dialogue on social issues such as HIV/AIDS. The audience is also motivated to consider new patterns of behaviour that may

reduce new HIV infections as illustrated in some of the texts which promote dialogue. The explored HIV/AIDS campaign texts are able to evoke the minds of the audience towards being responsible in paying attention to the messages disseminated and being able to take an interest.

The subject of HIV/AIDS raises issues of individual and public responsibilities and rights. This makes HIV/AIDS prevention and awareness messages to be organised in such a way that they involve constituents that may have concerns to do with socio-behaviour change in diverse populations. As a consequence, the graphics and visual images are organised in such a way that prompt multi-interpretations and multi-meanings. Evidently, in appreciating HIV/AIDS texts, exposed to them, respondents had the following reactions:

Both the written text and visual images are organised in such a way that they capture the attention of the reader. The words and pictures make it easy for people to get the message through reading and seeing images related to the text. These HIV/AIDS texts are organised in an attractive, realistic and artistic manner. The language looks simple and the images can make someone to understand the message. The messages seem to be directed to youthful, adult, male and female audience, who are still sexually active and who should safeguard their lives against HIV/AIDS infection (P-FGD, extract 25).

In addition to the above observation, the other respondents further stated that:

Although the language in these texts seems to be for those who went to school, the images are concrete enough to call for curiosity. Additionally, the presence of images helps those who are not able to read to relate the text they see to images, thereby, makes someone to pay attention to HIV/AIDS message being communicated. The messages in image and texts are put in public places; we see and hear those messages in hospitals and counselling centres. The red ribbon accompanying most of these messages reminds us that HIV/AIDS is dangerous, and that we should be united in fighting it out. The graphic and visual messages combine images and texts, with beautiful colours other expressions to communicate the message. They attract our attention; the messages are packaged in such a way that they provide knowledge and are in conformity with the nation's campaign messages about HIV/AIDS (P-FGD, extract 26).

Equally, the use of real or near real images and 'healthy-looking' representational participants has demonstrated that the target audience appreciates these messages in their efforts to interpret meanings as posit by one of the respondents:

There is hope in the messages we see around these days. In the past posters and billboard exposed images and pictures of a bird and a thin or tiny person being hooked by the jaws of the bird. This was to show the cruelty of HIV/AIDS pandemic. People were scared of looking at those images and were afraid because the disease which was commonly called '*kalaye noko*' [Go and say bye to your mother] in Bemba was very fearful. People were sent back to the village to die away from the township. With the advent of ARVs, and the non-threatening way of presenting HIV messages people have hope to live longer and to appreciate the messages of warning and reminder which they come across (P-FGD, extract 27).

According to the data gathered as indicated in the extract above and below, multimodal texts are seen to have become a safe space to explore, understand and internalise information about HIV/AIDS without any interference. The texts have provided an opportunity for both old and young people to openly discuss issues related to HIV/AIDS as confirmed in the interview extract below:

We appreciate these representational messages because when we see them, we take time to talk about them and to ask questions where possible. It is good that even when we feel shy, the poster message is there to speak on our behalf and to answer some questions we have on our minds. Let those people who put up these messages continue because they help us learn more about things that concern us and our health. These messages put across are like other adverts that compel us to go to buy things that are advertised publicly (P-SSI, extract 28).

From the data presented above, the messages communicated across the audience have therefore, created space for both young and old people to freely receive information that concerns sexuality. The messages have become voice for voiceless people who fear to be stigmatised when they openly talk about sex and use of condoms. With such knowledge, the public is essentially enabled, at both individual and community levels to create and adopt values, norms, and behaviours that may help them reduce the risk to new acquisition of HIV and AIDS. This finding is in marked contrast with Kamanga (2005) whose findings show that Anti-AIDS posters and billboards used sometime back were not appealing to the audience because they were scaring.

Furthermore, gathered from the findings presented above, it is clear that the graphics and visual semiotics in the selected HIV/AIDS prevention campaigns used in Zambian community are mostly structured with a combination of written and visual or pictorial form. This packaging of messages captures the attention of the reader, and enhances the interpretation of meaning. The messages appear to be realistic, attractive, concrete and simple and easy to understand. This is in agreement with Hancock et al (2007) who observe that textual and visual analysis of graphic and visual designs for HIV/AIDS education campaigns must take into consideration the interconnected dynamics of government policies, strategies, current epidemic and medical knowledge, socio-cultural and health related discourses, and broader attitudes about gender, morality and sexual issues. Notably, as compared to Kamanga's (2005) and Mbozi's (1996) studies which indicate that HIV/AIDS posters were scaring and incoherently packaged, the multimodal texts explored in this study are non-threatening to the audience. Instead, they create a sense of attraction to the viewers who are compelled to take time reading and sharing the disseminated information with others. In addition, just like producers of texts interact with graphic and visual semiotics in the construction of meaning, the target audience or readers of messages also interact with the texts and images in the reconstruction of meaning as intended by the sender or producer.

The study also confirms that the context that contributes to deciding the meaning of a given text, is much more than purely linguistics, other non linguistic resources come to play as seen in the texts explored in this study (cf. Wodak, 1989). This is supported by Kress and van Leeuwen (1996/2006) who assumes that language is one of a variety of semiotic modes available to people for creating meaning. Referencing to this, they suggest that modes other than language such as visual images contribute to meaning-making. The notion of information value comes to play also, where Kress and van Leeuwen (2006) argues that a sign (visual or verbal) has value depending on where it is positioned (e.g. refer to ideal, new and given information). In the explored texts, it has been established that different intertextual schema that different texts draw on, to attract the audience or reader and framing, positions the meaning-making options for the audience or reader. Particularly, the given information on the down left margin provides a cues to interpret the ideal or new information on the top right of the margin. The reading of the texts together with images is done from left to right, and top to bottom. For that reason, the texts are organised in such a way that the audience is able to relate each text to the image and vice-versa, in order to arrive at suitable interpretation of meaning. The target audience therefore, are able to decode the messages by paying

attention to multimodal elements of the text. They are also guided by vectors, which are devices that provide cues and provide direction to arrive at meaning of a text as a whole.

7.3. Summary of chapter

The study in this chapter has established that meaning-making in the graphic and visual semiotic modes is a dynamic process characterised by the interconnected relationships of the components of the text (graphics and visual images), producer and user or audience's orientations. Thus, in doing interpretation of messages packaged in such a manner, the producer is briefed by the problem at hand on the intention and the meanings to be embedded in the graphics; yet the intended meaning remains unarticulated, let alone realised, until the graphics are interpreted by the consumer or user or audience. Seemingly, the design of the message is a trigger in activating or generating the accessibility of meanings. The designer in designing texts acknowledges and recognises the significance of the user in the communication process. The design also recognises the importance of socio-cultural interpretation and translation rather than the mere focus on the aesthetics and formal qualities which privilege the designer or producer. The designer in this case, acts as a principle agent in the process of communicating pre-ordained messages, more especially those texts that take the design of ordinarily advertisements. In this study, of the HIV/AIDS prevention campaign messages depicted above, the specific aesthetic items used in the images analysed consist of any images drawn or photographed, coloured text and heading and graphics contained in the mode used for meaning-making (Tomaselli, 1999). The resources used are not for the purpose of advertising, but for educating the public on HIV/AIDS awareness and prevention.

The study further established that the organisation of graphics and visuals in HIV/AIDS texts is seen to rely on the choices made by the designer, or producer of the text. The designer is a conduit in the making and transmission of meaning by organising visual access to a message. In the same vein, visual grammar and inference of meaning in the designs of a text are dependent on the elements of the text. This implies that the multimodal nature of HIV/AIDS prevention awareness educational texts are better analysed in relation to the point and purpose for the campaigns, the designer's response to the point and the graphic outcomes (as interpreted by the audience) and the reported responses from the users or target audience. This further implies that the sender should figure out the outcomes of the message as he or she designs it while the target audience has the task also to figure out the intentions or purposes of the sender in relation to the message sent in the

campaigns. To achieve the whole purpose, cohesion, coherent and intertextuality comes into play as evidence above. These in the long run enable the complementarily and harmonious packaging of messages that enhances easy interpretation by target audiences. Besides, language and image complement each other to create meaning in a multimodal text. Multimodal texts as established in the study have more than one mode and meaning is communicated through a synchronisation of modes, which incorporates spoken or written language, still or moving images (Wu, 2014; Jones, 2012). Thus, meaning is realised through verbal and visual choices made by the creator or illustrator of the text. The next and last chapter presents the conclusion and recommendations of the study drawn from the research findings and discussion presented in chapters 5-7.

CHAPTER EIGHT

SUMMARY, CONCLUSION AND RECOMMENDATIONS

8.0. Introduction

This chapter concludes the study and makes recommendations drawn from the research findings and discussion. The conclusion sheds light on *A Multimodal Discourse Analysis of Selected New Start Network HIV/AIDS Prevention Campaign texts in Zambia*. Remarkably, Zambia has been grappling with HIV/AIDS pandemic for over thirty years. Since then the country has developed and implemented diverse programmes to prevent new HIV infections, and to improve the quality of life for people infected and affected by HIV/AIDS. This has seen the birth of new communication strategies in fighting the pandemic. Among such communication strategies are the use of billboards, posters and brochures that are characterised with multimodal texts. Therefore, the study highlights the key issues that have arisen from the research findings in form of conclusion, implications and suggested recommendations. The chapter is organised in such a way that the first section highlights the aim and research objectives that the study had set out to address. The second part presents the summary and conclusion of the study in relation to the objectives, followed by its contribution to the field of research. While the last section, provides suggested recommendations for further consideration.

8.1. Research aim and objectives of the study

The main aim of the study as provided in chapter one was to analyse the interaction between textual and visual information in *New Start network HIV/AIDS awareness campaign texts*. This was so in order to establish the communicative significance of having both the visual and graphic information in enhancing interpretation of meaning by target groups. The specific objectives were to:

- (i) Establish how the graphic and visual semiotics is organized in *New Start network HIV/AIDS prevention awareness campaign texts*.
- (ii) Establish the communicative value and relationship between textual and visual materials contained in HIV/AIDS prevention awareness texts.

- (iii) Ascertain the intentions of the senders of the message as they use both the visuals and graphics in disseminating messages to intended audience.
- (iv) Establish how the target groups decode the HIV/AIDS prevention campaign messages disseminated by (*New Start network*) the sender.

To meet the above objectives, the study explored the multimodal nature of assorted HIV/AIDS prevention awareness education campaign texts designed by various producers, who are concerned with curbing the HIV/AIDS pandemic. These selected HIV/AIDS education texts are mainly disseminated to the Zambian community through the efforts of *New Start network* under SFH/Zambia charged with communications for HIV/AIDS, and other health related issues. The findings of the study have a common premise tying them together in one way or another. Thus, they all show how the interaction between the graphic and visual semiotic modes in HIV/AIDS education texts enhances the interpretation of meaning by the target audience. As such, the conclusion is drawn, and makes reference from any of the sections of the chapters on findings (chapter 5-7), that directly or indirectly addressed the objectives of the study. Based on the findings and discussion, the study met all the set objectives, and draws a number of conclusions as indicated in the summary that follow.

8.2. Summary of research findings

The findings from the data obtained in chapter 5, 6 and 7 address all the four objectives directly or indirectly. The data reveal that most of the multimodal texts used in communicating HIV/AIDS messages in Zambia as explored in this study, are consistent and coherently organised. They complement each other and are mostly read together, while following the Western approach to reading texts. In the same vein, the study revealed that interpretation of meaning differs from person to person. There is no fixed and uniformity way in the interpretation of meanings of the messages disseminated to the target audience. This implies that even in instances where texts seem to have a degree of incoherence and inconsistency, the target audience still arrive at meanings suiting their understanding of the message. Besides, the graphic and visual semiotic resources used in HIV/AIDS multimodal texts carry with them different meaning-making potentials which evoke different responses from different reader, viewers, or target audiences. These intersemiotic resources convey meanings differently, but they are complementary and joint contributors to the

overall meaning, and facilitate more than the meaning conveyed by one or a separate semiotic mode (cf. Kress & van Leeuwen, 2006; Walsh, 2003; Liu, 2013)

Though to some extent, the findings indicate that meaning-making is restricted to those with Western form of education, the target audiences still appreciate the messages exposed to them. The presentation of texts in English, without use of the local language does not necessarily hinder comprehension of messages. This is so because simplicity in the style of writing, layout, and other design features collectively act as aids to enhancing interpretation of meaning by the target audience.

In addressing objective (ii), the findings also show that the communicative significance and relationships between the textual and visual modes contained in HIV/AIDS awareness prevention texts are created logically. These logico-semantic relations formed within multimodal texts account systematically for the relations across different semiotic modes. They are manifested through expansion and projection. This implies that the major functions of these relations are, to expand and project intended message by elaborating, extending and enhancing the messages being communicated to the audience. As established, these text-image associative logico-semantic relationships play a vital role in enhancing the interpretation of meaning by the target audience. Their communicative value includes among others, the acts of instructing, directing, beckoning, advising, encouraging, warning and informing the target audience. Furthermore, the interdependence relation existing in the image-text interaction allows the audience to pay attention to both the image and print in order to arrive at the intended meaning. After all, meaning in multimodal HIV/AIDS texts is arrived at by considering the role played by all semiotic modes within the text. Both the linguistic and non-linguistic semiotic systems assist the target audience to decode meaning of messages in a text which is regarded to be interweaving, with ideational, interpersonal and textual meanings (Kress & van Leeuwen, 2006; Fairclough, 1992).

Furthermore, the study shows that most of the campaign posters, brochures and billboards on HIV/AIDS, function as educative campaign tools rather than advertisement for products or services. However, most of the texts did not have any image representing the actual disease (the disease itself) and its realities. For example, in communicating the risks of MC, the actual risks are not outlined, probably, the producers did so, in order to avoid scaring off the audience.

The study has further established that various producers of HIV/AIDS education texts use intersemiotic modes with elements such as colour, imagery, near real pictures, and real images and many more semiotic resources within their rich in communicating HIV/AIDS awareness messages. These senders and producers of messages do so with intentions of concretising messages, making them real and persuasive to the audience. Such a finding is in agreement with Banda and Mambwe's (2013) study who observed that different social semiotics such as language, images, dance and other artefacts are transformed to create social meaning in the process of transmitting HIV/AIDS educational messages. For example, in the poster message (figure 7.5), chapter 7, where both objective (iii) and (iv) are addressed, in depicting a pregnant school girl, the producer uses imagery and symbolism to put across the message. The intended message is meant to discourage young girls from obtaining gifts at the expense of their health and future. The producers use visuals that are mostly in conformity with the cultural and social set up of their audience in order to appropriately reach out the message to the intended audience.

The study also detected that, the use of a red ribbon as accepted symbol of solidarity in the fight against HIV/AIDS is also common and seen as an enabling device in associating texts with HIV/AIDS prevention purposes. Texts accompanied by a red ribbon enable the reader to decode messages by generating frames about HIV and its consequences. In turn, individual members of the target audience are motivated to take action in making informed decisions towards prevention of the pandemic. The red ribbon links most of the texts directly or indirectly to the notion of HIV/AIDS. The symbol reinforces messages connected to HIV and it has contributed to a high degree in creating HIV/AIDS awareness across audiences. Youths and adults are able to recall the billboard and poster messages they see and have seen around, an indication that these texts are able to enhance the interpretation and comprehension of meanings. However the problem comes in when the tangible results from these campaigns are rarely seen as people tend to ignore the realities by not living according to the expectation of the messages. With the passage of time people tend to practice unsafe sex claiming that the pandemic came for people, as a result, there is still continued increase in HIV/AIDS prevalence rates in most of the parts of communities in Zambia.

The study has further shown how the Zambian government ministries and non-governmental partners in curbing HIV epidemic, and other producers, deliberately use blended intersemiotic

modes to produce HIV/AIDS messages suitable for the Zambian audience. These messages are disseminated to the audience through *New Start HIV/AIDS communication net work*, charged for communication responsibilities to reach out the people of Zambia with HIV and Health related messages. The producers use multiple modes to persuade the target audience to get the message behind the campaigns. The main purpose is to raise awareness about HIV/AIDS in a non-threatening way and to create reality of the whole issues in the effort to educate the masses on HIV/AIDS. Most texts used seem to be compatible with the intended audience in this case the 15-49 year olds as target audience. Bearing in mind that the goal is to persuade individuals to change HIV/AIDS related risk behaviours, the actual content and information of these messages seem to focus on attitudes and beliefs towards avoiding risk behaviours that may lead to continued exposure to HIV infection vulnerability.

Despite multiple producers of HIV/AIDS awareness educational messages, the study established that the common and dominant thematic prevention strategies within the texts explored include among others, those that state facts about HIV/AIDS and adherence to safe sexual behaviour. These comprise the ABC approach to prevention, i.e. abstinence, being faithful to one sexual partner, and correct and consistent use of condoms, reduction of multiple sexual partners through sticking to one life partner, and avoidance of material gain that result in transactional sex; Knowledge of HIV status and protection of family members of people living with HIV/AIDS (PLWHA); prevention of mother-to-child (PMTCT); Male circumcision (MC); Gender-based violence and HIV/AIDS (GBV-HIV/AIDS); Need for collective efforts in the fight against HIV; kicking out stigma and discrimination of PLWHA, and reminders that HIV is real.

Furthermore, the findings have also shown that of the many HIV/AIDS campaign messages put across to the Zambian community, Male Circumcision (MC) emerges as a prominent theme in the prevention strategies of HIV infection. Mostly the benefits of MC are outlined, and the message is aimed at encouraging healthy; health matters and positive approaches to sex, and sexuality. The messages seem to be kept simple, predictable and repetitive for the audience to develop an understanding of the product or service. The billboards, brochures and posters are designed to encourage men and women to communicate more openly on sexual matters, expressing ideas that may encourage the public to make informed decisions as illustrated in chapter 6.

According to the findings, the audience is also encouraged to talk about sexual rights and exercising those rights, which include negotiating for safe sex through encouraging use of condoms, as safer sex options and contraceptive choices. The rights also include the concepts of a positive life style and protection and care for people living with HIV/AIDS. Messages of adherence to practices that bring about sexual behaviour change identified in some of the texts may provide a foundation upon which reduction of HIV infection may be anchored on. However, some alternatives to safer sex, sexual intercourse and choices with regards to sexual pleasure leave much to be desired (cf. Figure 5.15). It is clear from the findings that HIV/AIDS is mostly transmitted heterosexually; as a result, sexual behaviour change may help in the reduction of new HIV infections.

In relation to objective (iv), the study as well establishes that both linguistic and non-linguistic semiotic systems assist the target audience to decode meaning of messages in a text. These include colour, gaze, body language, symbolism, gesture and many more modes that attract and persuade the audience towards the messages. These multimodal semiotic resources enable the target group to decode messages differently depending on the composition of the text. This is in relation to the grammar of visual artefacts in terms of compositional zones. In this case, the study shows that there is heavy reliance by the target groups on semiotic resources which signal the intended meaning of the producers of texts.

The study has further established that HIV/AIDS posters, brochures and billboards are loaded with behaviours, voices and persuasions that function as communicative strategies to convey different messages to the target audience, who are also described as ‘high-risk’ groups in this study. These include youths and adults, men and women aged between 15 years to 49 years. In any case, the messages are necessary and beneficial to members of the society at large. The posters and billboards though they may seem static in nature; they have dynamic communicative and representative value as any other medium of communication. They are actually appreciated by the audiences who suggested that government should continue putting up such messages because they reminded and directed the Zambian community on where to go and what to do on HIV prevention. The only problem is that most of the time people do the opposite of what they are supposed to do with regards to safeguarding their lives against HIV infection. However, the study observed that although general HIV/AIDS posters, brochures and billboards which focus on prevention, could

be found in public places such as hospitals, schools, and high way, texts with specific information were rare. Actually, most of the interview responses and focus group discussions results pointed out that these posters and billboards should not just be put up in clinics and hospitals alone, but also in other accessible places where the general public could view them.

Additionally, those posters and billboards should not be pulled down like those political adverts people pull down immediately after the elections were over. The study reveals that the multimodal communication resources were useful as they reminded and encouraged the audience to take practical responsibilities in the fight against HIV. In fact, there was need to provide more HIV/AIDS messages that focused on prevention and support of one another in public places and in rural areas for the sake of those who might not be frequenting the hospitals and clinics. They should also be available in local languages and should use more of local materials to attract the attention of the local audience. Better still, since prevention campaigns incorporates collective efforts and discourages stigmatisation and discrimination, meaningful posters should be made available and accessible enough to a wider audience.

The study further recognised that arriving at an apparently suitable meaning of the message conveyed on HIV/AIDS posters, brochures and billboards requires sufficient consideration of all overriding multimodal resources employed by the producer in the medium of communication. This is because a text exists by a purposeful use of a range of representational and communicational modes that manifest the interpersonal, textual, and ideational function of language and other semiotic modes other than language. Thus, a text has to be interpreted in juxtaposition with all modes within its composition for an individual viewer to arrive at an acceptable meaning. This in turn, makes the interpretation of information deeper, richer and more authentic than would have been when a single mode or perspective had been adopted. Therefore, the multimodal nature of HIV/AIDS prevention awareness educational campaign texts does provide a means of expression that enhances the interpretation of meaning by the target audience.

Having established in the study, that in written text and spoken language, for example, information is presented in sequential way governed by the logic of time; it is also safe to point out that images are governed by the logic of space. The producer of the image presents all of the elements in the image, all at once and has limited control over the order in which viewers look at those elements and how they interpret them. In a similar manner, images allow for the communication of very

fine gradations of meaning when it comes to things such as shape and colour. This is evident in the multiple interpretations of explored texts. Almost every element of a multimodal text adds value to the meaning of the whole text. Consequently, the fact that different modes make some kinds of meaning more possible and others less possible could be one of the reasons why producers of messages strategically combine different modes when designing communicative texts. In so doing, the constraints of one mode are balanced out by the affordances of the other modes. For example, in most of the texts explored, the use of gaze and facial expressions to communicate the inner feelings of the participants were noted.

In a similar manner, the use of images familiar to the target audience also proves to help in the comprehension of messages. People are able to make sensible connections between the image and the accompanying text. Such packaging renders the campaign its meaning as the readers are motivated to pay attention to the material components of the text and image as a whole. Most of the texts explored proved to be comprehensible despite dependence on respective interpretations by the target audience. The simplicity of some of these visuals makes it possible for the message to achieve its purpose. Therefore, in the efforts to communicate HIV/AIDS prevention campaign messages, and to race towards reduction of HIV infection rates, the attitude of the target audience remains a factor. The packaging and interpretation may not be questionable but, putting into practice what has been learned from the disseminated messages still requires more efforts on the part of the target audience. The conclusions drawn from the summary of the findings are as follows:

8.2.1. Organisation of graphic and visual semiotic materials in HIV/AIDS texts

The findings suggest that the combination of linguistic and non-linguistic modes in conformity with Systemic functional grammar, visual and grammar for understanding multimodal texts offers the target audience an enhanced appreciation of messages. In the process of meaning-making, the target audience is able to comprehend texts exposed to them guided by the juxtapositions of the elements of a particular text. Thus, the use of space and position to create lexical and visual relations provides meaningful expressions between linguistic and non-linguistic modes in a text. This implies that the packaging of information in texts plays a role in guiding the target audience to arrive at the meaning of messages. The study has established that some HIV/AIDS educational messages are coherently packaged while others are not. The simple coherently packaged messages

are a means to enhanced and easy understanding of intended meanings. Each element in a multimodal text has a major contribution to the process of meaning-making.

8.2.2. Textual-visual relations and communicative value of various modes

The findings suggest that logico-semantic relations are created between the images and texts. These reinforce the interpretative skills of the readers of messages. These logico-semantic relations created by image-text interaction in this study are also understood in context. The observation is that, texts that are meant to transmit HIV/AIDS messages are drawn from the societies' lived experiences, and are presented in a non-threatening manner. The non-threatening way of presenting messages reinforces the attitude of the target audience to dedicate their time contemplating on the messages and provide meaningful interpretations. The audiences rely heavily on the composition elements of a particular text and make connections to other related texts during meaning-making processes. Messages have also been considered better understood when the graphic and visual elements are read together to arrive at an appropriate meaning of the whole text. In this way, images enhance the effects of linguistic meanings and vice-versa.

8.2.3. Sender/producer's intentions and the way the target audience decode meaning

Objective (iii) and (iv) were addressed in chapter 7; however, with links to other parts of chapter 5 and 6, the study has further established that power relations exist between the designer or producer and the reader by examining the various portrayals of the reader in the HIV/AIDS discourse. Such portrayals include the presentation of the reader as the victim, infected or uninfected, carrier, and general audience and so on, with the producer adopting high moral stand point from where they address the reader. The visual characteristics and power relations, and ideologies in the texts are appreciated in the context of the society from which they are produced. Each text has been seen in a way as responding to the way in which a social issue, in this case HIV/AIDS prevention and sexuality in Zambia, is seen by the members of the community. In this case, the government of the republic of Zambia and its partners in curbing the HIV/AIDS pandemic are the ones creating the texts, and they have the powers.

Furthermore, the study has pointed out that the producers have power to persuade the target audience towards identifying and interpreting the messages through the use of social semiotic resources familiar to the audience. The use of multiple semiotic resources that include realistic

images makes the messages persuasive; concrete, authentic and convincing to the target audience. This implies that, the producers' determined way of presenting the messages has an effect on the way readers perceive HIV/AIDS prevention messages. However, readers have to be critical with the way they perceive the pandemic in general and preventive strategies in particular, as portrayed by producers in order to avoid mixed interpretations and misunderstanding of the intended meaning.

The senders, producers or designers are seen to design texts that help them to both advertise the product and to pass serious HIV/AIDS prevention and health-related messages. Such may be the case with some of the texts disseminated or advertised which promote uptake of ARVs (cf. figure 7. 1), the sale of condoms (cf. figures 5.11, 12 & 13), and VCT, while at the same time helping the reader to make serious decisions that are meant to prevent HIV/AIDS infection. In any case, the study has established that the HIV/AIDS texts disseminated by *New Start network* function as campaign and education tools rather than advertising for profitable products and services. This is because; these texts are laden with actions, voices and persuasions that are used as communication strategies to convey different messages on HIV/AIDS prevention. Therefore, it is clear that to persuade the audience towards appreciating HIV/AIDS messages, the producers use verbal and visual modes of signification. In the process, visual semiotics is seen to relay on such semiotic devices as images, body language, celebrity figures, facial expressions, gesture, and the complementary role of the accompanying graphics to bring forth the desired responses from the reader or target audience.

The use of healthy-looking representational participants is the most appealing aspect of some of the HIV/AIDS texts explored in this study. Such a move by the producers brings good sense on the scaring version of HIV/AIDS, and provides a positive appeal that brings hope, and integrity on the part of the infected who normally feel stigmatised. The use of prominent figures such as the first republican president (cf. figure 5.4), a man of high status in society help to create memorable and general appeal to persuade the audience towards the notion of collective efforts in the fight against HIV/AIDS. The audience is persuaded to join hands to collectively stage a meaningful fight against the deadly pandemic. This may in the long run, enhance changed behaviour that may emerge only from a sense of self worth, which celebrity figures promote. In this case, the message may be seen as rewarding to the audience.

8.2.4. General conclusion

Ultimately, the study has established that arriving at an apparently suitable meaning of the messages conveyed on HIV/AIDS posters, brochures and billboards that focus on prevention requires, adequate consideration of all overriding multimodal resources employed on the medium. It has further demonstrated the relevance of having both the graphic and visual elements on the same medium in order to enhance the interpretation of meaning. Besides, the findings reveal that texts exist by deliberate use of a range of representational and communicational modes. In reality, any given text has to be interpreted in conjunction with all these modes for one to arrive at an acceptable meaning. Therefore, the presence of both the graphic and visual modes read together makes the interpretation of meaning deeper, richer and more synthesised than would be possible if just a single mode had been used. Following Kress and van Leeuwen (1996/2006)'s framework of visual grammar, the communicative potential of graphic and visual semiotic devices HIV/AIDS multimodal texts in this study have proved to enhance the interpretation of meaning by the target groups.

8.3. Contribution of the study to the field of language use in society

Based on the findings of the study, it is clear that this study is of great significance. The study contributes to an understanding on how to package and interpret multimodal texts that are meant for raising awareness on sensitive social issues such as HIV/AIDS and sexuality. As such, the study suggests several, but related ways of counterpreting, packaging and appreciating the HIV messages meant to educate the community members. These suggestions may be of particular benefit and salient for future packaging of information. This may be helpful in guiding communication policy makers, and producers of HIV/AIDS campaign texts. By extension, designers of multimodal teaching aids in schools may also benefit from the findings and suggestions of this study. These stake holders may be able to repackaging information disseminated to various audiences for fruitful interpretation. The study also adds more literature on the multimodal studies in Zambia.

8.4. Recommendations

Based on the research findings of this study, it is recommended that:

- There is still need for various producers of HIV/AIDS educational texts to localise the messages in order to achieve more enhanced and fruitful interpretation of messages as compared to Western centric oriented texts.
- There is need for producers of HIV/AIDS messages to consider systematic ordering; by which designers should decide which part of the information should be incooperated in the form of words and which would be in the form of visual images.
- Messages should not be too heavy to avoid comprehension errors on the part of the reader. The producers of messages should endeavour to design simple and straightforward messages that are accurate, culturally and contextually oriented.
- Government through NAC should advocate for social change that is supportive of behavioural change encompassing all aspects of healthy life for HIV infection risk reduction.
- Designers of messages should re-consider issues of consistence, compatibility, and appropriate use of language and other semiotic resources as they construct messages that suit literacy levels of the target audience.
- There is need for more creativity when designing and packaging messages on the part of producers, and positive mind-set on the part of the readers or target audience as they make sense or decode the meaning of messages disseminated through various modes.
- There is need for designers and producers of messages to consider use of regionally recommended local languages of Zambia in order to spread the campaigns to low, medium and high level literacy groups of people across the community such as Zambia with diverse languages.
- In relation to reduction of new HIV infections rates, there is need for government to persuade various producers of messages to make appropriate choices in the selection of graphic and visual materials, and to link other forms of language use to models of health behaviour as well as socio-economic conditions and HIV epidemiology.
- Further research is needed on a social and historical significance of multimodal texts in society in order to help develop multimodality as a mature scholarly discipline in Zambia.

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Appendix 1: Informed consent form

The University of Zambia

School of Humanities and Social Sciences: Department of Literature and Languages

Informed Consent Form

Title of research: A Multimodal discourse analysis of selected *New Start network* HIV/AIDS prevention campaign texts in Zambia

Dear Participant,

This serves to invite and inform you to join a research study to analyse textual and visual information in *New Start network* HIV/AIDS awareness campaign texts in order to establish the communicative value of having both the visual and graphic information in fostering the decoding of meaning by target groups.

Please take whatever time you need to discuss the study with your family and friends, or anyone else you wish to. The decision to join, or not to join, is up to you. Further explanations for your participation are provided below and you will be required to sign this form to indicate that you have agreed to participate in this study.

Thanking you in advance

1. Description

This study is purely academic or educational research. The researcher is a student at the University of Zambia pursuing a Master of Arts degree in Linguistic Science. This research is a major requirement for the completion of the study programme.

2. Purpose

The researcher wishes to explore the textual and visual information present in *New Start network* HIV/AIDS awareness campaign texts in Zambia. This is so, in order to establish the communicative value of having both the visual and graphic information in fostering the decoding of meaning by target groups.

3. Consent

Participation in this study is voluntary. Therefore, if you decide to participate, you will be asked to take part in individual interviews and Focus group discussions which may require you to spend a few hours or days as part of the study.

4. Benefits to taking part in the study

It is reasonable to expect some benefits from this research participation. However, in this study, there are no guaranteed personal benefits except having more knowledge and understanding on how the receivers of messages decode meaning as may be expected by the senders.

5. Confidentiality

The information collected in this study will be kept strictly confidential. Therefore, participants are assured that they will remain anonymous and untraceable in this research.

6. Rights as a research participant

Participation in this research is entirely voluntary. If you do not hope to participate, you are free not to and refusal to take part will involve no penalty or loss of benefits to which you are otherwise entitled and it will not harm your relationship with the researcher.

If you decide to take part, you are still free to withdraw at any time without penalty or loss of benefits and without giving a reason for your withdraw. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss please feel free to say so.

If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you or Focus group discussion.

7. Declaration/voluntary consent

I have read and understood the explained information about this research. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction

I now consent voluntarily to be a participant in this research and understand that I have the right to leave the study at any time, and to choose not to answer particular questions that are asked in the study.

My signature below indicates an agreement that I am willing to participate in this research:

Participant's name:

Participant's signature.....Consent Date.....

Appendix 2: Primary data collection instrument

Sample interview Questions

(a) Interview questions for producers of campaign messages

1. What specific intentions did you have in mind when packaging the information on these billboards and posters using both visual and graphics?
2. What do you expect the receivers of the messages to do with the message after seeing and reading through the posters, brochures and billboards?
3. How effective does this kind of packaging information, using both graphics and visual make it easier for you to communicate effectively to the target group?
4. Why did you choose to use both graphics and visual texts when packaging information for HIV/AIDS prevention campaign messages?
5. What role does the text design play in meaning-making processes when decoding HIV/AIDS prevention messages?
6. How do you know that the target group interpret the disseminated messages appropriately? 7. In what ways do you consider cultural aspects (if you do) as you put across HIV/AIDS education campaign messages on posters, billboards and brochures?

(b) Interview questions for selected respondents

1. How old are you?
2. Have you ever taken time to read posters and billboard messages like these carrying HIV/AIDS prevention awareness information?
3. How do you interpret the messages you see on these posters and billboards?
4. Why do you understand these messages the way you do?
5. What influences you to interpret these messages the way you do?

(c) Question for focus group discussions

1. When you look at brochures, posters and billboard messages, what comes on your mind?
2. How do you understand the information provided by *New Start network* when they use both the written texts and visual images?
3. How do you deduce the meaning of HIV/AIDS campaign messages disseminated by *New Start network* in their billboards, brochures and posters?