

“Open Admissions”: A Multimodal Discourse Analysis of a Private Bilingual School Advertisements in Central Mexico

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Abstract

This small-scale research investigates the process of meaning-making through discourse analysis in the advertisements of a bilingual elementary school in central Mexico. The analysis was based on five advertisements posted by the Mexican bilingual school on its official Instagram account. For the analysis, a qualitative and interpretive research approach was chosen, incorporating Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MMDA). CDA involves analyzing discourse three levels: text, discursive practice, and social practice. As for MMDA, it involves the use of the model developed by Kress and van Leeuwen (2006) to analyze images. According to this model, visual images can be analyzed based on representational, interactive, and compositional meanings. The results show how discourse is strategically used to position bilingual education as prestigious, highlighting its international status and promising better educational and professional opportunities. These discourses are constructed within certain social and ideological assumptions regarding languages, education, and social mobility.

Keywords: language ideologies, language and power, marketization of education, social media discourse, Mexico.

1. Introduction

Over the last two decades there has been an increase in the complexity of texts produced with technology and apps that allow the incorporation of diverse visual elements that aim at catching the attention of internet users for multiple marketing and engagement purposes. Consequently, a growing body of literature in the field of Discourse Analysis, particularly in Critical Discourse Analysis and Multimodal Discourse Analysis (Fairclough, 1995; Kress & van Leeuwen, 2006; Machin & Mayr, 2012; Serafini, 2028) has provided evidence to better understand how meaning is created by means of using linguistic and visual elements in texts. Recent research by Serafini (2018) has shown that in contemporary communication, visual literacy is of central importance because images not only complement written language, but also shape interpretations, communicate ideological meanings, and influence how audiences perceive social values and identities. This is especially relevant in social media advertisements, where linguistic and visual elements interact strategically to promote particular educational ideals and forms of social prestige. This study, therefore, analyzes how meaning is created in a private bilingual school

advertisement considering the interaction of linguistic and visual components in the text. The purpose of the analysis is to demonstrate how a bilingual Mexican institution strategically uses visual discourse in selling bilingual education through social media. To understand the importance of discourse in creating meaning, it is necessary to first delineate the study's take on Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MMDA) to provide a solid framework of reference for the analysis.

- Bilingual education is linked to prestige, innovation, and global mobility.
- Linguistic and visual elements construct desirable student identities in social media ads.
- English has a symbolic capital in Mexican school marketing that is attached to social status.

2. Theoretical framework

2.1 *Critical discourse analysis*

According to Fairclough (1995), Critical Discourse Analysis is an approach to discourse analysis where *discourse* is seen as a social practice shaped by power and ideology. This implies that texts produced within any social context are not neutral and they always carry an ideological weight. It is important to consider this in the present analysis as this means that school advertising is not to be taken as a neutral text but rather its analysis is approached from a critical and descriptive perspective to unveil its meaning within the context of the marketization of education. In a similar way, van Dijk (2008) states that discourse is used to reproduce ideologies in society. The focus of his framework is on cognition and social structures as the analysis of these aspects allow us to unveil the ideological stances of texts. From a CDA perspective school publicity texts can be seen as a site where ideologies on education are produced and reproduced leading parents, students, teachers and other actors to perform identities and practices that align with such ideologies. This becomes particularly relevant if we consider the implications of the use of discourse when it comes to the consumption of education services. Seen like that, this leads to an analysis of the marketization of education as a commodity and the discursive strategies used to sell this “product” within particular social contexts.

2.2 *Multimodal Discourse Analysis*

Multimodal Discourse Analysis (MMDA) examines how meaning is created through the interaction of multiple semiotic resources such as language, images, and layout (adapted from Kress & van Leeuwen, 2006). MMDA focuses on how these different modes work together in a structured way to produce meaning within a text or communicative event. This type of analysis looks at how meaning is constructed in texts by means of the interactions of various semiotic modes, including language, images, color, and layout, among others (Kress & van Leeuwen, 2006). This indicates that when analyzing a text, such as an advertisement, one should not only focus on the use of written language but should also consider images and layout, among other communication modalities. This is particularly relevant when analyzing contemporary texts that are created mainly for display in social media platforms that require highly dynamic and complex content creation to catch users' attention and engagement (Leaver et al., 2020). Recent work by Bateman, Wildfeuer and Hiippala (2017) indicates how, according to multimodal studies, a text, whether written or not, is systematically organized, with all modes playing a role in making up the meaning of a message. This perspective, therefore, will be helpful to address how the private school publicity under analysis in this study could be seen as a form of multimodal construction, where images and words work together to make up a representation of education and the services they

offer and highlight. Additionally, Bateman et al.'s work proves useful when analyzing how images and words support the development of identities and practices used in education advertising.

2.3 Visual representation and ideology

According to Kress & van Leeuwen (2006), conducting an analysis through MMDA calls for a careful observation of visual elements, such as gaze, posture, and setting. In this framework, gaze refers to the way participants in an image look at the viewer or at each other, which can create relationships of connection, authority, or distance. Posture relates to body position and gestures, which may communicate confidence, discipline, friendliness, or professionalism. Setting refers to the social or physical environment represented in the image, which helps construct meanings related to status, educational quality, or institutional identity. These are used to create social identities in the text. This implies that the images in school advertisements are used to create a particular "kind" of "student" and "teacher", while it constructs the identities of other social actors who are not part of the school itself, such as parents or members of the wider community, although this is subject to interpretation depending on the viewers or consumers of the advertisements. More recent studies, such as Machin (2016), have focused on the ways in which visual communication is used to create ideologies, for example, by selecting specific images, colors, and compositions that subtly promote certain values, such as success, discipline, or social status, while downplaying alternative perspectives.

2.4 Language as symbolic capital

It is important here to consider the role of language as it is the central element in discourse analysis. According to Bourdieu's theory of capitals (1991), language is a symbolic capital because some languages have more prestige and social value than others. This is because languages are unequally valued within social structures, where those associated with economic power, education, and global influence, such as English, are perceived as more legitimate and desirable, giving their speakers greater access to opportunities and social mobility. This means that the use of English in educational institutions implies that schools and the elements and actors associated with them would have more social status and their services would be positioned as desirable/aspirational for their potential clients/users, even though some theories consider language a neutral mode of communication. It is worth mentioning that the symbolic value of English is closely associated with the process of globalization and social inequality formation, and this problem will be considered in the next section.

3. Literature review

The commodification of language and education has become a defining feature of contemporary neoliberal contexts, where both are increasingly shaped by market-oriented values. Research on the marketization of discourse has shown that the discursive choices of schools to communicate, increasingly adopts the logic and language of the market under the neoliberal reforms (Ball, 2016; Block et al., 2017). This implies that institutional discourse becomes more promotional and consumer-focused in nature. Similarly, Fairclough has described this as a change in terms of the "marketization of public discourse," where institutions use the "vocabulary of the market" (Fairclough 1993: 140) to frame education as a competitive service and to position students and parents as consumers within an educational marketplace. This representation also contributes to the construction of education in terms of promotional or branding discourses. Other research has also indicated that such change is reflected in the context of discursive strategies rather than simply lexical choices in constructing institutional identities in relation to the market

(Block et al., 2017). These approaches have also indicated that discourse becomes a significant site for the production of the market. This shift in institutional discourse is closely linked to the broader neoliberal changes in education, in which market principles increasingly inform educational policy and practice positioning education as an industry that facilitates the production, marketing, and consumption of educational “products”, particularly within social media environments where content creation operates as a key strategy to attract, engage, and retain prospective consumers.

Following shifts in how neoliberalism has been conceptualized in discourse, the literature on its impact on education has focused on the transformation of the educational system through the implementation of market principles such as competition, choice, and accountability (Ball, 2016; Verger et al., 2016). In such an environment, the role of the educational institution is defined as autonomous and accountable for the recruitment of students and the demonstration of performance. In such a setting, the role of education is defined as a private investment rather than a public good, in which the family is called upon to make rational decisions based on the perception of the value of education. However, the literature also points out the fact that such a process is not a neutral one, as it defines the role of education in terms of success, efficiency, and competitiveness (Block et al., 2017). Such literature points out the fact that the impact of neoliberalism is not limited to the transformation of the role of education and the educational system, as it also defines the role of education in terms of the meanings of success and failure.

Building on these transformations, research on school advertising and representation has found that promotional practices are a key component of the ways in which educational institutions are understood and perceived (Ball, 2016; Kotler & Fox, 2015; Oplatka & Hemsley-Brown, 2017). For instance, these studies have revealed the increasing tendency of schools to use marketing approaches to build their desirable identities and have highlighted the role of advertising as a central practice through which the meaning of school quality and success is created and represented. Furthermore, scholars highlight that school advertisements often represent ideal forms of students and school environments, emphasizing happiness and success (Oplatka & Hemsley-Brown, 2017). This reveals the role of such forms of advertising in the creation of a desirable image of school and education. On the other hand, studies have revealed the tendency of such forms of advertising to oversimplify the complex reality of education through ideal and selective forms of narration (Wilkins, 2016; Gulson, 2016). This tension suggests that while advertising promotes positive institutional identities, it also shapes and limits how success in education is understood. These representations of success in education are often closely related to the value attributed to English and bilingualism in contemporary education.

The above perspectives have been further built upon by research on English and bilingualism in education, which has focused on the importance of English as a language associated with prestige, global mobility, and opportunities (Flores & Rosa, 2019; Kubota, 2020; Piller, 2016). This implies that English is often represented as a valuable resource for improving opportunities in education and professional contexts. In this respect, bilingual education may be considered a competitive advantage in contemporary globalized contexts. In addition, researchers have argued that English is often represented as a form of capital for achieving social distinction and moving up the social ladder (Kubota, 2020; Piller, 2016;). These representations have further reinforced the value attributed to English as a valuable skill. However, in contrast to this, another body of research draws attention to how such a focus might obscure inequalities since access to good quality bilingual education is uneven and related to socioeconomic factors (Flores & Rosa, 2019). This brings to light the idea that while English is privileged for opportunities, it also has a role to play in creating social hierarchies and differences within education settings.

4. Methodology

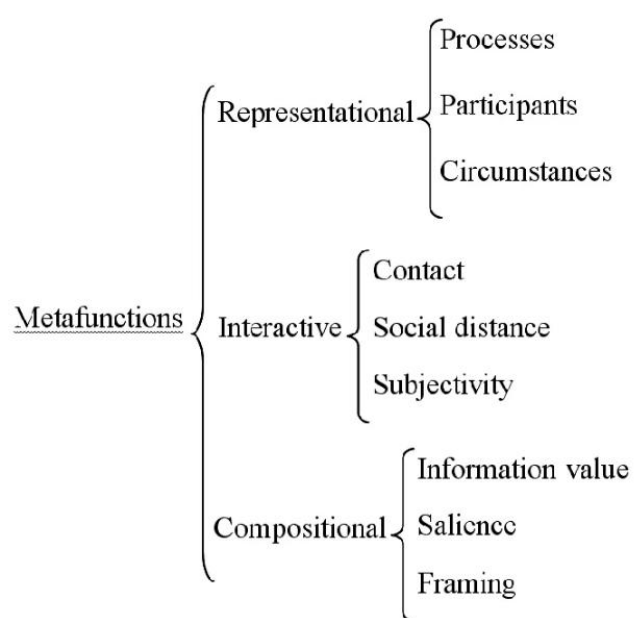
4.1 Research design and analytical framework

The study draws on a qualitative and interpretive approach in investigating the way in which a Mexican bilingual school makes meaning through its advertising discourse. The concept of discourse itself is viewed in relation to the multimodality of communication processes, where meaning production relies on interactions between different semiotic modes of expression, such as language, image and design. As far as multimodality is concerned, communication should be considered as the process of making meaning in which different modes combine together for this purpose (Kress & van Leeuwen, 2006). Thus, as stated by Kress and van Leeuwen, “visual structures realize meanings as linguistic structures do” (p. 2). This quote brings attention to the significance of image as another system of meaning-making.

On the other hand, the research draws from the principles of Critical Discourse Analysis (CDA), where discourse is perceived as a social practice. As put by Fairclough (1995), discourse “is a form of social practice” (p. 135). Such an interpretation of discourse implies that discourse is involved both in representing and shaping reality. Within the framework of this paper, such an approach can help investigate the way advertisements represent bilingual education and their potential ideological underpinnings.

4.2 Multimodal Discourse Analysis (MMDA)

The multimodal approach to analyzing the selected advertisement will also be guided by the theoretical perspective provided by Kress and van Leeuwen (see Figure 1) on the process of meaning-making in visual communication. According to Kress and van Leeuwen, meaning is constructed through semiotic codes that are structured in a particular manner to make sense of the underlying meaning of the images. Specifically, Kress and van Leeuwen (2006) note that, “The visual component of a text is an independently organized and structured message” (p. 17).



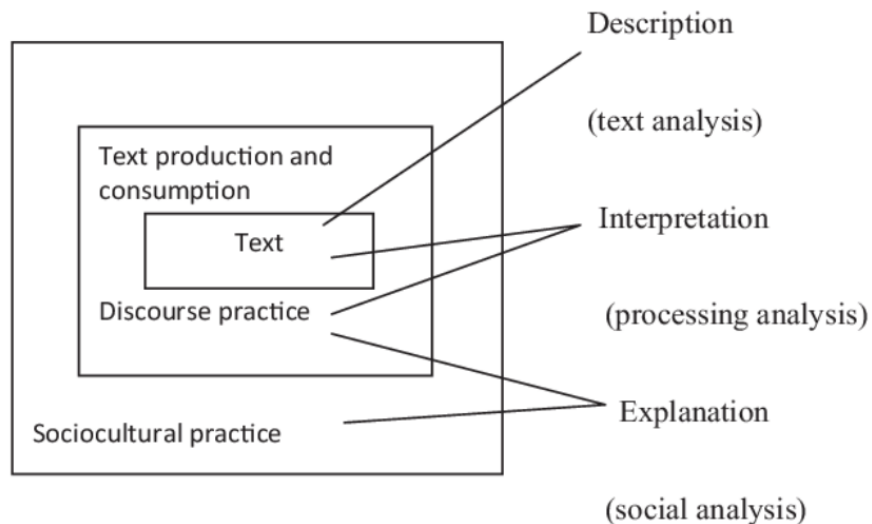
Note: The figure presents the three meta functions proposed by Kress and van Leeuwen (2006): representational, interactive, and compositional meanings, along with their corresponding analytical categories.

Figure 1. Meta functions in Multimodal Discourse Analysis

The representational dimension considers how participants are portrayed in terms of roles played, activities and context in which they appear. In the context of this study, it refers to how bilingualism is constructed through educational contexts and other visual elements in the advertisements. The interactive dimension takes a closer look at the interaction between the image and the viewer using elements like gaze, distance, and angle. Finally, the compositional dimension refers to how visual texts are structured in the advertisement in terms of information value, salience, framing and use of color and typeface.

4.3 Critical Discourse Analysis (CDA)

Moreover, this study employs the three-dimensional framework (see image 2) of Critical Discourse Analysis as described by Fairclough (1995). Critical Discourse Analysis examines the links between discourse, power, and ideology, considering the latent meaning in discourse texts. According to Fairclough (1995), discourse analysis needs to address “the linguistic aspects of texts and the processes involved in their production and interpretation” (p. 97). This highlights the importance of not only analyzing the text but also understanding the conditions of its creation and interpretation.



Note: The figure illustrates Fairclough’s (1995) three-dimensional framework for Critical Discourse Analysis, including text analysis (description), discourse practice (interpretation), and sociocultural practice (explanation).

Figure 2. Fairclough’s three-dimensional model of critical discourse analysis

On the linguistic level, this research concentrates on such variables as vocabulary, grammar, modality, and evaluations. Specifically, the attention will be paid to lexical items that might carry ideological connotations concerning bilingualism, globalization, and quality education. On the level of discursive practice, the analysis is based on the process of construction of the advertisements; in other words, how they target and orient to a specific audience, the parents of potential students wishing to provide quality education to their children in the future. Finally, on the level of social practice, this research focuses on interpreting the results within the sociocultural context, specifically, the prestige of English in Mexico.

4.4 Data collection and analytical

The sample consists of five advertisements developed intentionally by a private bilingual school in Mexico. Data were collected through public sources, including the website and social media pages (Facebook and Instagram) of the institution under consideration. The criteria for selecting advertisements included the advertising of bilingual education and targeting at possible consumers of the product, specifically, students and their parents. The five advertisements in the sample constitute the objects of analysis and are made up of visual and verbal components.

The analysis proceeded systematically and iteratively. Firstly, all five advertisements were analyzed in order to identify semiotic resources which could be used to reveal ideology of bilingual education promotion (linguistic elements, images, compositional structure). Then, the two theoretical approaches were utilized, namely, CDA (focusing on language) and MDA (focusing on visuals). Finally, findings from both analyses were put together to understand interaction between semiotic elements.

5. Analysis

The analysis of the five advertisements showed that there were common features of multimodality and discourses linked to bilingualism, technology, innovation, and prestigious education. Throughout the dataset, students were portrayed as active participants involved in activities with technological, scientific, and artistic nature or collaborations with other people. For instance, advertisement 1 shows three students playing with technological gadgets and robots, which relates to STEM (see Figure 3), whereas advertisement 2 involves middle school students demonstrating robotics projects and technological tools at school exhibitions (see Figure 4). Advertisement 3 features a similar portrayal of students working with technological means within a new age school setting that conveys the theme of innovation and creativity (see Figure 5). Advertisement 4 includes information on extracurricular activities related to robotics, economics, physical activity, and arts (see Figure 6). Advertisement 5 displays participation of children in a hands-on activity linked to science and animals (see Figure 7). In short, education in all advertisements is described as active and future-oriented as opposed to traditional and passive. This focus on innovation, technology, and forward-looking learning also reflects broader trends noted by Windle and Nogueira (2017), who maintain that globalized education systems are becoming more focused on fostering those abilities and experiences that will provide competitive advantages and social distinction. It is for this reason that the advertisements portray learning as an active process, preparing students to function within the modern world.



Note: The first advertisement features STEM-related activities, advanced technology, and the significance of English as innovative and prestigious elements.

Figure 3. Advertisement 1



Note: Advertisement two demonstrates experiential and collaborative learning through practical education.

Figure 4. Advertisement 2



Note: Ad No. 3 stresses extracurricular activities and students' participation to create an exciting school image.

Figure 5. Advertisement 3



Note: Ad No. 4 emphasizes prestige and creativity by emphasizing the modern infrastructure and technology aspects.

Figure 6. Advertisement 4



Note: Ad No. 5 connects bilingual education with technology, innovation, and futuristic learning.

Figure 7. Advertisement 5

According to MMDA, these images can be viewed as narrative processes as described by Kress and van Leeuwen (2006), in which participants are depicted in terms of action and interaction. In this scenario, the students are represented frequently engaged in manipulating objects, working together with other students, or actively engaging in different activities that imply the nature of learning as a dynamic process. Moreover, the frequent presence of robots, scientific tools, and technological items is used as semiotic resources that imply innovation and advancement in academics. This observation is especially important as the advertisements not only appeal to bilingualism through language but also link bilingual education with modernity and technology. As indicated by Windle and Nogueira (2017), the process of internationalization in education is commonly accompanied by various forms of distinction connected with English language and internationally sought skills. As such, the presence of bilingualism and technology in the advertisements creates an image of a socially desirable form of education.

In terms of interactive meaning, the ads use the viewers, specifically the parents, in distinct manners. In Advertisements 1 and 5, the students do not have eye contact with the viewer and thus serve as “offer images” as defined by Kress & van Leeuwen (2006, p. 118). In such a case, the viewer is encouraged to observe the academic environment presented in the advertisement. In contrast, in Advertisements 2, 3, and 4, the students establish eye contact with the viewer by making direct eye contact with the camera while smiling. This serves to establish a greater degree of proximity and inclusivity as well as credibility. Social medium distance is applied uniformly in the advertisements.

Additionally, compositional organization also plays a key role in constructing meanings in the ads. Textual elements like “OPEN ADMISSIONS,” “Elementary School,” and “Middle School” feature very prominently, located in the upper parts of these advertisements. According to Kress & van Leeuwen (2006), this placement is consistent with the idea of “ideal” and “real” organization of information (p. 186). That is, abstract and promotional statements are placed at the top and visual representations, which serve as proof of what is stated, come lower

down. For instance, the promise of quality education made in the text part is supported by images of students using technology, engaging in collaboration and learning through experience. Another interesting aspect related to the organization of the advertisements is the use of English and Spanish in equal proportions. However, while Spanish features less often, it is clear from capital letters, fonts, and placements that English occupies the more prominent position, especially when “OPEN ADMISSIONS” is used. In this case, English becomes a way to construct prestige as well as globalization discourses. The authors Windle and Nogueira (2017) point out that English tends to be symbolic resources in internationalized education contexts. The usage of English in the analyzed advertisement adds to the impression that the school is associated with opportunities on the international arena, which gives it more prestige.

From the CDA approach, the advertisements use globalization, success, and upward social mobility to discourse bilingual education. In terms of the textual analysis, phrases such as “Open Admissions,” “Educación Creativa,” and “El comienzo de una gran historia” present education as an opportunity, a process of transformation, and the promise of future success. Notably, the advertisements seldom use evaluative adjectives such as “excellent” or “best” to directly indicate educational quality. On the contrary, educational quality is implied through images of state-of-the-art facilities, technological advancement, after-school activities, and active learning environments.

From the point of view of discourse practice, the advertisement texts are evidently targeted at parents who are looking for competitive educational options for their kids. The frequent association between English, robotics, co-curricular activities, up-to-date facilities, and group interaction settings reflects larger social discourses that associate linguistic and technical literacy with professional and educational success. According to Fairclough (1995), discourse is defined as “processes of production and interpretation” (p. 97). In the current situation, the advertisements appeal to socially constructed expectations regarding the fact that knowledge of English and innovative education environments ensure success. This connection aligns with the results presented by Windle & Nogueira (2017) according to which growing recognition of importance of being able to communicate in English and international education is highlighted as a way of differentiating oneself. In such a way, advertisements create the notion in parents' minds that they may use bilingual education to their advantage.

Finally, from the perspective of social practice, the advertisements also reflect broader socio-cultural ideologies related to private bilingual education in Mexico. In the case of all the five advertisements, English is used as a signifier of prestige, while technology and innovation emerge as signifiers of quality and competitiveness. Hence, the ads portray bilingual education not only as the acquisition of languages, but also as entry into larger social and global areas of opportunity. Indeed, according to Fairclough (1995), “discourse performs as a form of social practice” (p. 135), meaning that the advertisements not only convey social values, but also reinforce existing beliefs about language, prestige, and success in education. This interpretation could be further supported by Windle’s (2019) discussion of the interconnected relationships among globalization, educational inequality, and market-oriented educational values in the Global South. In this sense, the emphasis on English, innovation, and technological advancement reflects broader social beliefs that associate educational success with access to globally valued forms of knowledge and cultural capital. Therefore, the advertisements position bilingual education as a pathway not only to academic achievement but also to social mobility and participation in increasingly globalized contexts. Ultimately, it can be seen that the analysis of the findings indicates how the institution uses language and visuals strategically to promote itself as an innovative bilingual institution.

6. Conclusion

The present research investigated the meaning construction process at a private bilingual school in Mexico through its advertisement discourse by utilizing MMDA and CDA approaches. The analyses of five advertisements showed that the meaning-making process was not limited to language use but rather involved several semiotic means, such as images, design, colors, and fonts. In the advertisements, students were portrayed as active, participatory, and technologically adept learners, whereas bilingualism was linguistically and visually linked to innovation, excellence in academics, and success in the future.

The results showed that the ads used visual persuasion techniques to deliver their message about educational value. The technology-related factors like robotics, STEM practices, and learning spaces served as semiotic tools linked to modernity and competitiveness discourse. At the same time, the frequent use of English, especially in prominent visual positions, indicates that bilingualism is not just a mode of communication but also a form of prestigious status. This way, the ads depicted bilingual education as the means of upward social mobility and success.

In terms of a critical analysis, the study also revealed how educational advertising was implicated in reproducing larger socio-cultural ideologies around language, status, and education in Mexico. This is because the advertisements were reflective of and contributed to the dominance of certain ideologies regarding the positive association between English-language proficiency and advanced technological educational training in relation to high-quality education and progress. Thus, this study underscores the need for a critical analysis of educational advertisements since they do more than just promote institutions.

In conclusion, the use of both the MMDA approach and CDA gave an elaborate understanding of the dynamics that exist between visual and linguistic components used in the creation of persuading meanings within the context of educational advertisements. Future studies can further explore such an issue through analyzing a wider body of texts or considering different kinds of educational institutions.

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