

Analyzing Visual Images Of English Language Textbook: A Multimodal Discourse Analysis Of Textbooks In Pakistan

Muniba Mushtaq¹, Dr. Syed Kazim Shah², Rida Akram³

¹PhD Scholar, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan.

²Assistant professor, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan.

³Lecturer, FAST National University Chinyot- Campus, Pakistan.

Introduction:

Multimodality has become a recent trend with the advent of technology and introduced a frequent involvement of visual images in the language textbook. The present study tends to analyze the newly designed textbooks of English in Pakistan with a keen focus on visual images to identify their role in facilitating learning. Moreover, it will highlight the fact that how they represent cultural religious and social issues as well as interact with readers to make the book more effective. For analysis, the researcher has employed model proposed by Kress and Leeuwen (2006) basically extended from Halliday's (1978) model of systemic functional grammar of language. Systemic functional linguistics (SFL) has broadened the social use of language by adding meaning to the texts those are composed of visual images or other non-linguistic features. Multimodal semiotic perspective of SFL defines the design, layout, colors as well as models of pictures within a text. This aspect of research has put the visual images in teaching books on the pivotal place. As we all know textbooks are of key essential importance in process of language teaching, this research tends to focus on the semiotic discourse analysis of visual images being portrayed in ELT book of primary level of single national curriculum (SNC).

In Pakistan, textbooks work like backbone of the education system because the examination system wholly depends on the syllabus prescribed by the boards and examination authorities so, all the teachers tend to focus only on textbooks for preparing their students. Recently, government has introduced Single National Curriculum program that has provided the textbooks upto primary level in whole country and all the students are bound to get mastery of it for exams. In this way, the value of textbook in Pakistani context has raised up to the level of all-in-all, requires a perfect manuscript for all the students so that they can get all necessary knowledge and practices for being a successful learner. English is taught in same way, no extra materials are being issued by the Board even it is not a local language of Pakistani students so it is more challenging subject for them as they need not only to know about grammar and vocabulary of this language as well to gain know how of cultural competence.

Being a researcher from the field of Applied linguistics, this issue attracts the researcher's attention to check that weather the textbooks provide the necessary information to the Pakistani students or not? Thus, the researcher has selected the textbooks to analyze the visual images in it.

Previous works (Yasin et. al, 2014; Qu, 2016; Hart, 2002) have also inspected the textbooks from this perspective of multimodality. Semiotics deals with signs as it considers that signs mirror society thus they can depict the hidden ideologies if required deeply. Social semiotics interrogates multiple aspects of the selected text thus brings multimodality in it. These aspects include mode, layout, configurations design and angle of a text. It explores the fact how text is made interactive by its producer and how he has manipulated all of these modes. The multimodal approach is thus broader in scope as it can identify diverse ways of making meaning though gestures, postures, attitude , position of vectors, expression in an image for chasing the thought purpose , (Bezemer and Kress, 2015).

Bezemer and Kress (2010) are of view that textbook makers also deploy all these strategies while incorporating the images in textbooks. Moreover, in this progressive and ever changing universe, it is not possible to get single scope of multimodality.

With the advancement in technology and audio-visual aids in teaching process, the involvement of multimodal texts has been raised upto the essential level otherwise in old times most of the meanings were conveyed through writing only. Thus, multimodal studies explore the diversity of shades in meaning within the pedagogical setting. Bezerra (2011) puts forth a theoretical framework that can be utilized by teachers as well as learners for a better understanding of multimodal texts; this framework is based upon Kress and Leeuwen (2006) modal they proposed keeping in view the grammar of image.

Ginsberg (2015) incorporated multimodal texts to enhance the effectiveness of learning in Maths's class by exemplifying Pierce's semiotic theory while Lekme (2003) as cited in (Ginsberg,2015) investigates "organization", "presentational" and "international" discourse for teaching scientific knowledge.

Research objectives:

This work will highlight

- the pedagogical role of visual images in learning process of students
- the correspondence of visual images with students' cultural, religious and social ideologies.

Research Questions:

This work will answer:

- 1: What meanings and ideologies do the visual images of selected textbook portray?
- 2: How do the images correspond with the social, religious and cultural values?
- 3: How do they make the language learning process more affective?

Problem Statement:

Multimodality has got an essential position in a textbook for learning a language after the positive effect of incorporating multiple modes in teaching process. Previous works (Qu, 2014; Hart, 2002; Weninger. 2020) have explored different local and international ELT materials i.e. textbooks and explored the fact that all ELT material do not meet with the learners' needs due to many reasons. This deficiency causes the ELT materials not that much suitable and effective as they are required to be and makes a keen area of interest for the researcher to evaluate the Pakistani textbook in this regard. Thus, the present researcher tends to identify the cultural representation in the selected textbook as in Pakistani context, textbook has a pivotal role so it should fulfill all the requirements of learners and be an appropriate material for them.

Significance of the Study:

The present research is significant in a sense that its results will conclude the appropriateness and perfection of the selected textbook. The findings endorsed the fact that the selected textbook lacks the visual images at some places, hence more images should be added and the quality of images should be improved for students' convenience as well as this needs to be revised in terms of inclusion of contents from Pakistani context and culture.

Literature Review

This chapter provides an overview of the theoretical perspective related to the topic, definition and concepts by different scholars about the terms and past studies related to the topic so that the place of present study can be contextualized.

The role of textbooks in language teaching and learning:

Textbooks are of central importance in any education system as they provide students a full-fledged system from where students achieve dimension to move forward, they cover official as well hidden curriculum for the students that includes academic, social and cultural knowledge (Cunningsworth, 1995). Textbooks have multiple functions in the life of students, they are a trainer, a teacher, a guide, a helper as well as a companion and they should provide information in every dimension. Hutchinson and Torres (1994) consider textbook an essential part of teaching-learning phenomenon as they indicate the production and selling of textbooks every year as well as their use in different projects and classrooms. They are of the view that any language learning-teaching system cannot be happened without use of a proper textbook.

Textbooks do not work only as heart of the language teaching system rather they provide benefits to the students and teachers of a system, (Sheldon, 1988). The textbooks provide a direction and proper pathway to the students that they can follow with the help of textbooks as well as the textbooks have more authentic and credible material than the teachers' designed lesson plans. Cunningsworth (1995) endorsed this idea by claiming that the textbooks provide a direction as well as acts like a source of presentation and practice for the students. Textbooks act like a directory of vocabulary, grammar, communication and interaction for the students. They avoid the students to distract and find it convenient to achieve their goals as well as they work as support for less-experience teachers. On the other hand, some of the scholars do not agree with the wholly positive contribution of textbooks in language teaching and learning rather they have some reservation regarding scope of using textbooks. Allwright (2005) claims that textbooks are not very much flexible thus restrict the learning process as well as he considers them as carriers of their authors' biases because they are too free to select the social, academic, cultural and pedagogical designs for their materials.

Thus, the content and all other aspects like exercises, activities, layout and pages must be written with much care. Another aspect of culture is also of crucial importance regarding textbook evaluation.

The relationship between language and culture is inseparable as we cannot isolate language from culture and vice versa. The influence of language on culture and culture on language is a two-way traffic where the changes occur at both sides due to variation in one component, as language is not far from its culture, (Sapir, 1921). This relationship of culture and language is of wide scope thus, draws the attention of applied linguistics and language teachers; those believe that materials being used in language classrooms must include cultural representation. In Pakistan, textbooks work like backbone of the education system because the examination system wholly depends on the syllabus prescribed by the boards and examination authorities so, all the teachers tend to focus only on textbooks for preparing their students. In Punjab, Punjab Textbook Board Lahore provides the textbooks to whole region and all the students are bound to get mastery of it if they intend to appear in exams till intermediate level. In this way, the value of textbook in Pakistani context has raised up to the level of all-in-all, requires a perfect manuscript for all the students so that they can get all necessary knowledge and practices for being a successful learner. English is taught in same way, no extra materials are being issued by the Board even it is not a local language of Pakistani students so it is more challenging subject for them as they need not only to know about grammar and vocabulary of this language as well to gain know how of cultural competence. Being a researcher from the field of Applied linguistics, this issue attracts the researcher's attention to check that weather the textbooks provide the necessary cultural information to the Pakistani students or not? Thus, the researcher has selected on of the Punjab textbooks to analyze the visual images in term of their cultural, religious and ideological contents.

Need of investigating textbooks:

Textbooks are a key source for students and teachers of any level and its quality is much important in this regard that it determines the progress of students by declaring them pass or fail. Dendrinis (1992) claims that publishing company consider textbook similar to their other products behind which they just need profit and this greed causes hindrance in raising quality of textbooks to a standard level. They aim to gain more by spending less thus include such texts those enhance their sale without evaluating its place in academic life of a learner. Tomlinson (2009) considers textbooks wholly responsible for failure of the students as they are designed by focusing on the demand of public and commercial use as well as written on the basis of authors' personal attitudes and thought without thinking of the students' level and needs.

Sheldon (1988) also claims such facts about quality of textbooks by saying that if authors do not do justice with their profession, the resultant products cause "gendered" version of English. These views introduce a keen need of evaluating textbooks and other teaching materials being used in the ELT classrooms so that if they have some shortcomings, can be treated in time and a huge leveled fall in the students' life can be avoided.

Criteria for evaluating textbooks:

Many researchers have proposed their checklists, frameworks and criteria for evaluating textbooks in an effective way. Some of them are as:

Skierso (1991) proposed that a textbook can be evaluated in five ways bibliographic information, aims, physical makeup and layout, subject matter, vocabulary and grammar. Garinger (2001) proposed

three areas to evaluate the content of a textbook those are; teaching objectives, depth and breadth of the subject matter and whether the book should be supplemented or not. Cuuningsworth (2002) also provides similar outline for evaluating the textbook that comprises of 8 categories those are; aims and approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical consideration. Miekley (2005) provides a way to evaluate the teachers' as well students' textbook by focusing on the content, vocabulary and grammar, activities and exercises, effectiveness of text and physical make up. For teachers' books, he added some aspects like methodological guidance, background information and supplementary exercises. Sheldon (2005) also developed a detailed checklist comprising of 53 items for evaluating the textbooks that includes content, vocabulary, layout, exercises etc.,

Jahangard (2007) designs an evaluative checklist used for Iranian textbooks that is made after taking help from previously proposed checklists, it contains elements like objectives, vocabulary explanation, educational approaches, reviews and test sections, visuals, layout, topic, clear instructions etc.,

Rahmawati (2018) designed his criteria based on prior works for evaluating the textbook that include objective. According to him, the objective should be clearly stated in the textbooks so that the learners and teachers can know about their pathway and destination, it keeps them on track if organized properly as they can move from simple to complex, known to unknown features of the syllabus. Objectives must have correspondence with the actual need as well as the prescribed outcomes by the national or standard authority of the territory as in Pakistan the National Curriculum (2006) is a manuscript for whole province. Secondly, the stated objectives in the textbooks must have relevance with the content and subject matter of the textbook. The stated objectives must be fulfilled by the content of the textbook there should not be any shortcomings in this regard.

The second component of this criterion was facilitation of teaching- learning process; that refers to three aspects in which a good textbook should facilitate the teachers as well the students. One aspect is that it should provide items one by one for learning. This breakdown makes easier and keeps on track to the students as well teachers instead of eating the cake wholly. Secondly, it should provide explanations and examples of how language works in the target situation. Second thing, which facilitates teachers and students, is exercises. A good textbook must have effective exercises those can be further investigated in three ways. A good exercise must require use of new vocabulary by the students, requires and enhances the critical thinking of the students as well as requires team or pair-work of the students so that they can really practice the use of language. Involvement of critical thinking enables students to evaluate themselves as well as makes them independent learners. They can think in innovative ways and use language practically to face the challenges of the target situation. While pair and team work requires the social interaction that is supported by many theorists as Vygotsky supports the interactive approach of learning a language. Jacobs and Ball (1996) endorse such activities those involve interaction and negotiation of the students as it enables them to act as independent and autonomous learners.

Forth component of this criterion is vocabulary that acts like back-bone of any language teaching environment. A good textbook fulfills the vocabulary into two aspects: first aspect is the innovative presentation of new vocabulary items as well as it should be presented in chunks not all at once so that the students cannot feel burden of it rather enjoy it.

Multimodal discourse analysis of ELT Textbook:

Previous researches prove that all the textbooks are not perfect and it is very important to evaluate and investigate them so that timely steps can be taken for revision of the prescribed textbooks when and where required. That is why the present study aims to investigate the selected textbook from a different perspective; that is visual images and its presentation. Multimodality has introduced an innovative way to look at books as it does not cater the linguistic contents only but non-linguistic items as well found the existence of visual images an effective step for the learners. Resultantly, the recent trends have emphasized the need and incorporation of interesting visual images in language learning-teaching scenario thus, the researcher tends to investigate in this dimension. For this, firstly the researcher will explain in detail about semiotic discourse analysis in context of discourse studies then its interlink with textbook will be explained.

Semiotic analysis in the Broader Scenario of Discourse Studies:

Discourse analysis is a very broad discipline to explore and analyze the prevailing structures of a society within the texts and utterances. It is significant in nature because it is not merely the study of language but it explores the fact that people do with the help of language. They argue, persuade, perform, act, agree, disagree, categorize and label other people, entities and belief system through language. The discourse analysts highlight the real-life use of language and believe on the assumptions about the language that it is ambiguous in nature, it cannot be isolated from its producer, it cannot be used solely but involves other ties as well as it is always in the world, (Jones, 2012). Discourse analysts look from different perspectives on a text and believe that it can be interpreted from multilayered lenses and it conveys multi-dimensional meanings. Some of these aspects are as below:

Conversation Analysis:

(Sacks, 1992; 1995; Schegloff and Sacks, 1973) believe that utterances are logical and in order so they have a concept of adjacency pair, preferred response, officially absent, conditional relevance, as cited in (Jones et, al., 2008). Conversation analysts are of the view that a conversation is a social action in which participants do with their words. They help to understand the patterns of social life as well as to interpret the gaps, unusual responses by the participants. They tend to point out the paralinguistic and non-verbal features as well like stress, tone, pause and gaze during a conversation. Conversation analysts tend to cater the naturally occurring conversation by focusing on its mechanics that is different aspect from the ethnographers who focus on the context and background of a situation in details.

Ethnographic Studies:

Ethnographers are of the view that no theory should be applied prior to data collection rather the researcher should collect real life data by becoming a part of the community in which he wants to study as it will help to explore more facts. They argue that in a community, a speaker does not have the grip over linguistic competence only but also have knowledge of cultural values as well as appropriateness. Data collection process in an ethnographic study cannot be neutral as it depends wholly upon the observer as well as his interest. Moreover, on the person who is being observed, it might be possible he allow just a few aspects of their life. Ethnographers do not consider the linguistic data adequate as it does not depict a complete picture of the situation so the context and background knowledge are considered important.

Genre analysis:

Another aspect of looking at texts is genre analysis emerged as a linguistic analysis of texts earlier, but Swales (1981) introduced it as a tool to collect and compare different linguistic variations across disciplines. This approach works differently by different scholars i.e. with reference of rhetoric by (Miller, 1984;

Bazerman, 1994; Berkenkotter and Huckin, 1995), with reference of SFL theory by (Martin et. al., 1987; Martin, 1993). Swales (1990) worked to identify the lexis of different texts by considering genre a communicative purpose. Earlier, its focus was on texts then Bhatia (2004) provided a three space model and changed the dimension of discourse analysis. With the invention of computer, genre analysis has been frequently employed in the corpus based studies as the analysts have used it as a tool to identify and explore the linguistic characteristics of each genre.

Corpus based discourse analysis:

It provides a large amount of data collected from both mediums i.e. written or spoken and provides an opportunity to observe and identify different patterns in linguistic use. The famous corpora are English word Bank comprises of 450 million words while British National Corpora consists of 100 million words. The analysis tends to highlight the regular patterns found in the linguistic use, termed as idiom- principle by Sinclair (1991), in contrast to open-choice principle that is word by word combination in slot filter patterns. Researcher like Stubbs (1996) notice that some words have more specific field and particular surrounding words that opened the doors for studying semantic field, positive and negative semantic prosody as well as collocations. Connor and Upton (1996) changed the focus of corpus based analysis by using to point out the linguistic variations occur due to change in genre i.e. academic or professional etc., They are of the view that collecting and analyzing more data from different fields will explore more and new areas. This trend got popularity due to involvement of computer as now it is very convenient to handle and larger corpora with minimal effort. Biber (2008) tends to bring advancement in this filed by proposing a multidimensional approach to analyze corpora that will not focus in prevailing patterns of spoken or written texts as well as notice the co-occurrence patterns. This dimension has brought a criticality in analysis as it helps to answer how. Criticality is the main concern of critical discourse analysts, discussed in the next section.

Critical Discourse analysis:

This approach deals with the social issues, power abuse, inequality and discursive practices by dominant group of people in a society with the help of linguistic use. CD analysts assume that all the social practices including injustice, illegitimization and all other corrupt actions are largely constituted through language use. For them, discourse is an essential component of society as it helps the controlling hands to sustain and advocate their powerful relations.

Dijk (1998) is considered as founder of this field, who considers it the duty of CD analysts to challenge the inequality, injustice and loss of democracy among social practices through the critical analysis of discourses. In this regard, Fairclough (1995) considers language as a social practice through which particular ideologies are manifested and it is area of CD analysts to explore the unsaid truth by revealing the hidden ideologies behind the linguistic manipulation. He (ibid.) proposed a three- dimensional model for analyzing the discourse that includes text itself, its production and interpretation. Dijk (2004) formulated a framework for analyzing ideology in the political discourses that aims to identify the propagation of desired goals within a society.

Mediated discourse analysis:

Like CDA, it focuses on the explanation, interpretation of social actions through discourses, but it considers discursiveness just one aspect of the analysis not of the pivotal position. It takes into account the concerns of different approaches i.e. like CA it focuses on the mechanics of a conversation, like CDA it looks upon

the social issues, like ethnographers it includes real life data of an event, so it is a multi-folded analysis of discourse. Mediated discourse analysis focuses on how concrete actions are performed through linguistic mode as well as how creation and re-creation of ideological systems goes on. Works by (Norris, 2005; Kress and Leuween, 2001; Scollon, 2001) are key notes in this field. Kress and Leeuwen (2006) proposed a new dimension of discourse analysis that deals with another mode of discourse that is symbols, visual images and signs, this trend led the basis of multimodal discourse analysis.

Multimodal discourse analysis:

Kress and Leuween (1996) are of the view that text is not only a mode of interaction rather here are many modes those constitute a communicative event. These modes include gesture, posture, gaze, visual images layout and design of graphics. This multimodality has been extended in many ways though the present research tends to employ the semiotic analysis of the selected images, thus the detail of this strand will be discussed. Our society comprises of signs, symbols, visual images those are used for communication among language users. Barthes (1995) claims that “the world is full of signs”, as cited in (Nwaway and Elmasray, 2016). Similarly, Pakistani society has its own ideologies, culture, schemas and social issues thus the signs and symbols of this territory depict the prevailing reality of their contexts. These meanings are not as simple and straightforward as they seem rather they contain multilayered interpretations strongly linked with the ideologies and discourses of our society. Semiotics is an approach that provides a platform for the analysts to understand the relationship between language and all other symbols they have, to construct the whole view of the world. This aspect provides a unique pathway to look upon the signs around us and how they mediate to build the whole scenario of our culture. It is a complex dimension originated by a Swiss Linguist, Ferdinand De Saussure (1857-1913) and an American philosopher, Charles Pierce (1839-1914), as cited in Goddard and Carey (2017). Saussure gave the concept of signifier and signified to define the structure of sign; moreover he considered the relationship between these components of arbitrary nature. For him, semiology is the science of signs that covers a broader view of sign rather than the literal meaning as it highlights the conventions attached with signs to convey meanings and communicating the audience about an event. Its concept can be understood by exploring certain areas like;

1: Sign within sign: as we all know, there is no fixed relationship between signifier and signified rather it is arbitrary and mediated through cultural and social values those attach meaning to the symbolic entities. In this interpretation, a sign is iconic i.e. image, graphics, picture, scenery etc., or symbolic that is linguistic. The complications occur when these iconic signs do not remain just icons but also convey a lot of cultural and social meanings for the audience. This mediation helps to manifest discourses and propagating ideologies.

2: Symbols convey us to construct meanings as they formulate a reality around us. Whatever we see around us, always convey a meaning and through social constructionism we interpret and feel reality. In this way, linguistic as well as non- linguistic signs have significant value. This relationship has become so much natural that we cannot isolate them from each other.

3: Signs have history.

4: Signs are this much powerful that they can reflect an alternative reality.

Ideology is the soul of signs they convey whatever is in our thoughts and thus they can better be understood through ideological and critical discourse analysis. it can be concluded that the signs can have multiple meanings those can formulate a reality as it is or a distorted version of reality, (Volosinove, 1986). Another

way of looking at signs have been proposed by Chandler (2007) who considers sign as a three folded entity. It comprises of object; the target thing represented by a sign, “the representation” the way in which it is represented as well as “interpretant” the way it is understood. Berger (2005) defines the process signification in terms of denotation and connotation. Where, denotation refers to the literal meaning while connotation deals with the contextual ties related to an image. This is a complex way of interpretation thus has been challenged by other researchers who consider it a very subjective and abstract level. It has less textual evidences and a wider variation regarding socio-cultural connotation. In this regard, some scholars have proposed their frameworks to study multiple layered meaning of visuals. Kress and Leeuwen (2006) explained Halliday's (1978) three metafunctions from a different aspect for analysing the grammar of visual images. They used three same terms ideational interpersonal and textual metafunctions by Halliday to explain the grammar of visual images. They are of the view that visual images can communicate similar to language but in different way. The experiential metafunction deals with the idea that relationship among objects of a visual can be represented through vector formed by movement (action process) or by how eyes of an object are looking (reaction process). The participants are represented as actors if they are involved in an action while reactors if involved in a reaction. The analytical model being used in this work can be explained in terms of Halliday' s (1978) metafunction where ideational metafunction deals with the fact that each object has a relationship with others either of equality or subordination. Interpersonal metafunction refers to the way how the participants or actors are looking at audience wither they want to interact or avoid. The textual metafunction deals with the linguistic or symbolic features being written in an image that can be in middle bottom or above the main image. This theory of metafunctions when associated with semiotics has broadened the scope of discourse studies by helping them to identify diverse meanings form a single image or text. Various frameworks i.e Kress and Leuween (2006); O' Hallorain (2004) tend to explore the meanings conveyed by pictorial representation and introduced a new dimension in classroom activities as well as teaching materials. Consequently, this multimodality has also made a place in language learning textbooks as well to make them more effective and useful; that has caught the attention of discourse analysts. As we all know, technology and growing developments in field of media has evolved textbooks from textual layout to colorful visual modes as now many publishers offer their printed books into digital mode as well. The exposure of learners has also changed now they come a across digital gadgets at very early age and find such textbook more catchy as compared to just written materials. The present study aims to explore the multi-layered meanings conveyed by the visual images of Pakistani selected textbook through the lens of semiotic analysis as well as ideological perspective.

Research Methodology

This section includes the research method, data of the study, instrument of the study as well as data analysis.

Research Method:

The research method deals with the design and strategy opted by the researcher to collect data, analyze it to get the answers of the research questions. The present work tends to analyze the subject matter of the selected text, thus it is a content analysis. Content analysis can be defined as the descriptive and qualitative approach in which the focus is given on the selected texts from an intended purpose.

In this type of analysis, the condition and situation of entities is described from a specific angle, (Nazir, 2003). Similarly, the researcher tends to analyze the selected text by using a qualitative approach that is considered an effective way for understanding the situation in depth and identify they ways how a problem is addressed, Creswell (2007). Qualitative research tends to look upon the materials as whole rather than

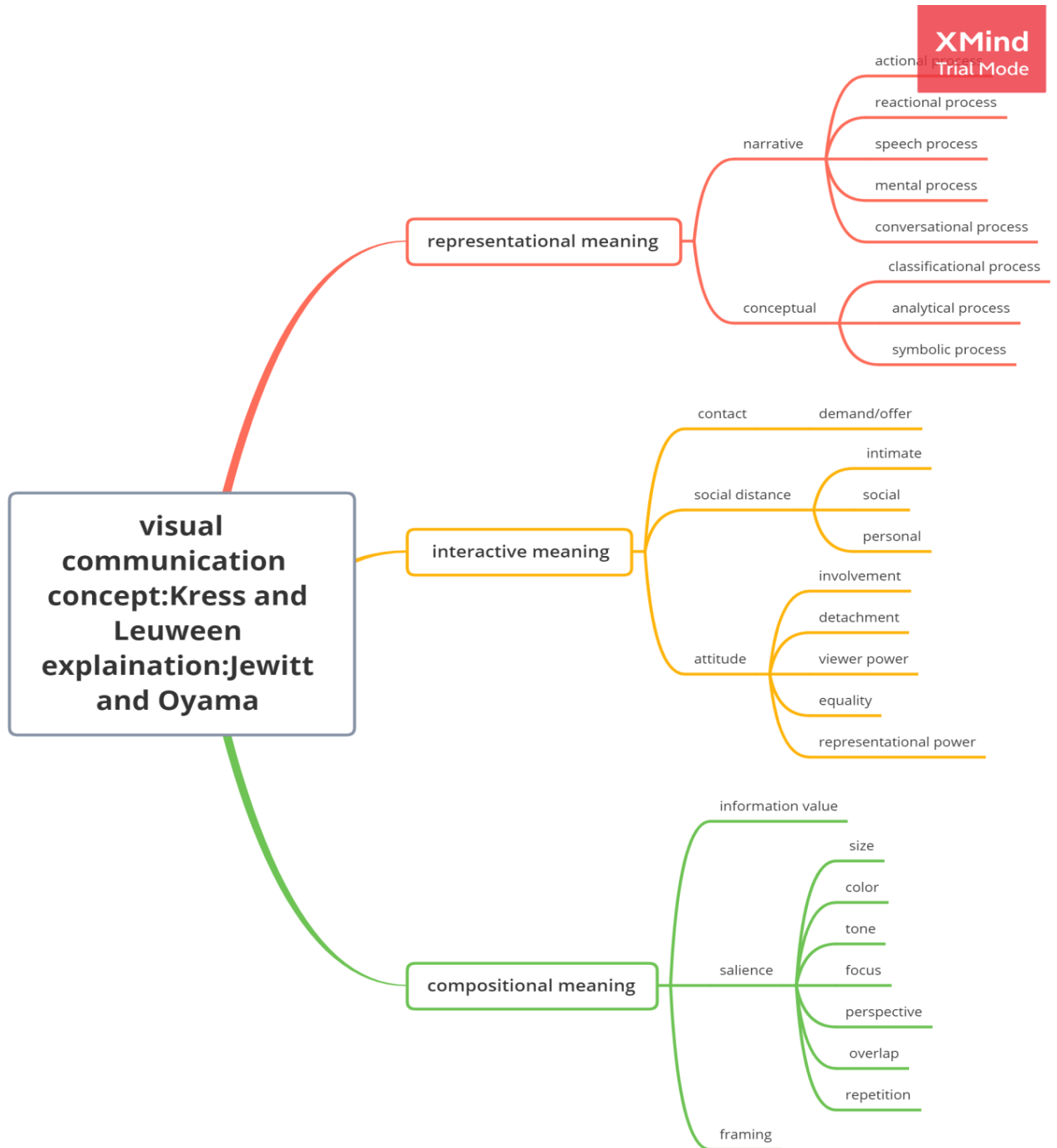
breaking down into pieces, so to get a holistic view of the picture, qualitative approach is the best way to opt, (Donald et al.,). Thus, the researcher aims to analyze the selected text by using the proposed frameworks of prior scholars.

Data of the study:

The present research has selected the English textbook of 5th class as data of the study being taught in Punjab, prescribed by The Punjab textbook Board, Lahore. The researcher has selected this book because of its wider scope as in Pakistani context, as 5th class is of crucial importance in life of every field. It is considered as the most basic and fundamental degree of students' life. After it, the students go to college level where the whole system of studies changes and students are required to be autonomous and independent learners so that they can produce more productive things. Thus, in 5th class, they must be able to know about the basic uses of English language. As the selected data is in the form of a document, so it can be said that the documentation method for data collection is being used in the present study.

Research instrument:

The previous studies and used theoretical frameworks proposed by prior researchers were reviewed in detail as well as the procedure of coding was also studied that is an important aspect of qualitative research. The present study tends to select the framework by Kress and Leuween(2006) as instrument of the study as it has correspondence with the research questions of the study. This framework can be observed in the figure given below taken from Mushtaq et, al (2021);



Representational mode	Experiences, actions, qualities, characteristics
Interactive mode	Distance, perspective, modality
Compositional mode	Layout, composition style, text - image relationship,

Analysis:

The present work analyses the visual images being designed in the lessons from the perspective of semiotic discourse analysis by employing the model of Kress and Leuween (2006). Picture wise details of the selected textbook are given below;

Portraying Natural Sceneries:

The picture on p.1 is at bottom of the page with bright colors, representing a natural scene comprising of flowers, grass, bushes and fresh looking land. Its size can be considered big as it is spread nearly on half of the page. Background is sky blue giving a good impression of natural beauty. Its color scheme attracts viewers so its attachment is interactive. Horizontal vectors are involved, enhancing the interaction with learners. It is not supporting the text but performing the decorative function. The visual images on pp. 12 and 14 also have the similar features and perform similar functions.

The image on p. 35 has high saturation of colors, big in size contains a girl with happy face expressions and a wider pose of eyes while the boy in this picture also attracts viewers with his friendly facial expressions. The girl is playing with rope while the boy is playing with football; these activities correspond with the level of students as they also tend to play such games at this age. This factor makes the textbook more useful as students will love to study when looking the characters doing same what they feel.

The image on p.36 represents scenery of jungle i.e. green tress everywhere in form of group, with saturated colors scheme inviting students to think about doing plantation so that the environment around them can be made healthy as well as beautiful.

The images on pp.45, 47 portray natural scenery comprising of watery stream, mountains, grass, flowers, butterflies with bright colors making it very catchy though it has not any direct relationship with the text so performing decorative function. Their natural backgrounds are enhancing the interaction and involvement of viewers.

Representing Human Beings:

The p.2 has a picture on right side of it, small in size in which children are sitting around a table; the books and notebooks show that they are students and their closeness with each other demonstrate that they are doing some group work. One boy had low gaze with a pen in hand showing that he is writing something and not interacting directly with camera. They all are looking at same angle that is lower but one girl has comparatively frontal view showing her at power and other three are listening to her attentively. Text on side of the image supports these observations so it can be concluded that the picture is performing illustrative function.

On p.25 women are shown sitting in a line, the angle of one lady at the most left is different from others showing that she is at power and book in her hand reflects that she is teacher while all other girls are in a queue being represented as students. Two girls are wearing scarf while all others are having dupattas. Their

covered as well as uncovered heads depict the cultural aspect of Pakistani society and the image has relevance with the title and writing on the top of the page. Books show different colors and dressing of ladies represent saturated scenery thus making attached for the learners. Though all do not face camera with front angle but majority of them is facing frontally and enhancing interaction with students. Background is natural making it more attractive as well as large in size.

On p.26 four individual pictures are present those are small in size representing women in different social roles as their dress code show them pilot, doctor, cheff and policewoman. These reflect the higher and noble professions for women that will help to reduce and clarify the image of women. It will help to create a gender based equal relationship in futuristic and present life. The pictures are on the right side of the text and have correspondence thus illustrative in function.

At the right corner of p.26, a small-sized picture of Fatima Jinnah who is one of the most prestigious personalities of Pakistani history is shown making the selected textbook more interactive and familiar for the learners. The picture depicts a strong relationship with what has been written in text as well as it initiates the learners to follow her path and serve the country as Fatima did. The colors are white and black and its small size makes it less interactive though the front angle enhances its attraction for the learners. The reason behind this color scheme might be to represent her in antique and genuine way.

P.27 contains three picture of other three prominent ladies of Pakistani history; Dr. Ruth Pfau, Arfa Kreem, Samina Khyal where Dr. Ruth is well known philanthropist and titled as mother Tresea of Pakistan. She was prized with national and German medals as she served leprosy patients of Pakistan. Arfa Abdul Karim is famous for her intellectuality in field of information technology as she won the youngest Microsoft certified professional award as well as she flew her first aircraft just at the age of ten. Samina Khyal was the first Pakistani as well as Muslim lady to climb Mount Everset and other many mountains.

These all ladies are role models for the learners and invite them to be as much productive and enthusiastic to make their nation and country proud.

P.36 shows a scene containing 6 males, two have frontal angle; their posture depict that they are pointing to other four males standing in background and their positions tell that they are doing an action of cutting trees. The bright saturation of colors and natural background enhances the effectiveness of scene for the viewers. Position of front two males makes them effective while four at back are also prominently represented in white dresses as compared to green and brown colored background. This difference in color scheme is making them prominent and the beard on face of one man is relatable with cultural and religious traces of the local community where the selected book is being taught.

On p. 36, another picture comprises of five people standing with a frontal angle in a queue, with dull colored background gives an impression of sadness. They all are standing in vertical position with sad faces and their posture reflects that something is wrong there. Colorful dressing of the people makes them attractive but their gives an impression of worriedness. The right position of picture shows that it would reflect what has been written in text but in actual, there is a lush green described quite different from what have been shown opposite.

On p 37, there are two pictures; small sized having semantic relationship with the text on the right side of them. One picture comprises of two people; one boy and one girl. The girl is having smile on her face with

a frontal angle and broadly opened eyes making her attractive as well as interactive for the learners. Though boy is not that much high and attentive as he has a low gaze, face is bent towards earth showing his interest to the football placed near him.

On p. 54, four boys are there; two with frontal angle making an attractive pose with vertical vector, while two in small size at back angles as compared to these boys. A boy has tilted posture towards the other who has also raised his legs in similar way expressing that they are playing something. Social role of players have been assigned to them. Natural background is enhancing the attraction of scene. The arms and hands of majority reflects their action position and has an illustrative function when related to text written above having a large size lying at the bottom.

On p. 55, there are small pictures of 3 individuals at the top part of the page and pointing towards three different functions. In first image, “playing” is shown, while second one is pointing towards “dish washing” and third is about “eating”. Students are asked to guess the phenomena occurring in them. They are quite informative as the postures and postures are vivid and clear. Frontal angle and saturated colours reveal a lot.

On p.55, there is another picture in the light of text where three people are shown. Elder ones are in uniform—white colored clothes reflecting them as doctors while the younger boy is wearing colored clothes having a position of patient or client. Illustrative function is performed but not a strong text-image relationship as here a single boy is shown while written text is about whole class interaction. Background is bright making image more vocal while the posture and arm position of doctors as well as child depict that they are having a friendly discussion.

On p.56, a boy is sitting on the table holding a piece of bread in hand, having a milk pack as well as apple on both sides showing that he is having a healthy food, time on clock on the wall behind him is 7:00 AM as well as position of sun is representing that it is morning time and the picture has a semantic relationship with text as it is about avoiding junk food.

On p.67, two pictures are there; (a) and (b), in small size have high color saturation showing that there are girls in picture (a) while (b) has two boys. Both girls have a book in front of them on study table reflecting that they are studying together as well as picture (b) shows that two boys are here one is trying to handle other boy who has fell down on ground with his both knees on land beside his bicycle. The actions are being performed of help in both pictures so have a semantic relationship with text. Frontal angles are enhancing interactions of images.

On p.75, there are five people; physical appearance shows that four of them are being assigned with the social roles of students and one is teacher. Their posture and gesture depicts that they are representing school environment. The scenery in background is an Arabic verse having correspondence with cultural and local values of society making it familiar for the learners. Teacher is pointing towards a side; maybe she is directing them to move them in room. All characters are represented in vertical position though the large size of teacher represents her in power. Moreover, the students have both arms in equal position representing that they are obeying their teacher. The angle of their eyes is drawn at same point showing them they all are thinking in same streamline. The position of their legs and foot represents them very passive while the teacher is standing quite freely and relaxed. The color saturation is vibrant and highly saturated.

p. 76, comprises of two figures (a) and (b), where (a) contains eight different sketches of boys and sharing a function of informative if seen from text image relationship. The three boys in most left corner of the page having such posture and gestures reflect that the middle boy is being suppressed by neighboring boys as they have pointed out arms and hands in high position while the middle boy is placing arms in close angle showing that he is rebuked at something. The eyes of three boys also support this argument as the middle one has frontal angle with wide eyes showing a state of stress and tension while eyes of neighboring boys are bent towards the middle one reflecting their power, dominance and anger upon him; the leg position also supports the claim.

Two boys in middle of the page are quarreling with each other. Their faces express the emotions of anger and disturbance and their legs are overlapping one another which depicts clearly that they are having a fight. The position of their arms and hands are also not in peace they are at contradiction. The next two boys standing to them are also reflecting an incident which is about again an argument. The man on left is raising a hand above on the left sided boy who is bent down showing a low angle reflects his low position of the others boy identifying a problem between them. Both boys have contradictory position as well as legs' position support the problem. The eyes of suppressed boy show a fear in his eyes. The last boy in most right of the page is presenting a boy who is throwing garbage in water stream is a bad deed. The picture is relevant to the text above, the arms and smile on his face shows that he is not ashamed of what he is doing. The colors and size of picture are saturated and small respectively as compared to other pictures on left side of it.

On p.76, another comparative large picture at the right corner of page shows that here is a building its color and design resembles with school. A boy is shown in white dress i.e. uniform as student while some other sketches are shown there like students having same get up. They are playing and enjoying on sea-saw and playground. Though the boy is dominant, having a frontal angle but his role is not clear in this picture. To understand clearly, students need to read the text thus, the picture is illustrative in function.

p. 77 has a picture of another boy who is wearing uniform as well as bag on back with a bicycle showing him a student. The text is explaining it well so illustrative function is being performed. The wallet near the cycle is of crucial importance but not represented prominently here. The later stages of story can also be visualized to make clearer for students but no picture is given here.

p. 85 has two pictures both are of schools; differences in architecture as well as colors are showing two different backgrounds and acting. The above picture is of village located at the lower position of page reflects mountain in background as well as large full-fledged building that it is somewhere in city. As uniforms of both picture are quite different, if related to Pakistani local context it might be of Islamabad; the capital of Pakistan from this perspective, it is a picture making students familiar with national culture. The man in first picture is waving hands to the girl that is a particular trend being followed at school gates where parents leave their kids with love and care for 4-5 hours. The picture of bottom contains many people performing different actions i.e. walking and entering into school with their bags. A man in middle of the page is taller his follow sketch and holding the hand of him. This also reflects the same gesture of parent child as the picture represents. Both have same colors scheme though size of school is different in both pictures.

p.86 shows a picture of three people ; two males and one female, one male has beard and glasses on face depicting the sketch of an old man while the male in middle is younger one; his face and expressions validate the claim. The female is also of same age and expressions sitting beside him. The picture has no relationship with the text thus decorative in function. The flags in the background are not relevant here directly but to localize the book with Pakistani students they are helpful.

p.96 portrays a scene of two kids with a goat between them, their closeness and postures reflect that they have a friendly relationship with the animal. The picture depicts a very important message that everyone should be kind to the animals. The high color resolutions as well as the angles are very interactive. The pose of the girl is very elaborative and it is directing te learners to be frank with the animals and the title is reflecting an important festival of Pakistan that is an Islamic republic if seen from ideological perspective. The dresses also represent the colorful and cultural dress code of Pakistan.

p. 97 has the picture on right corner where the scene of Eid ul Azha is being drawn, two tall men are playing the role of slaughtering man, while the younger is excited with his pet that is going to slaughtered in name of Allah; a custom of Muslims being practiced every year and most of the learners must be aware of it. On p. 98, the pictures reflects the Eid meal; a very special gift of Eid ul Azha when all families enjoy meat of their slaughtered animals.

On pp. 109-110, large sized colorful pictures are shown giving the same theme of friendly environment of students in a school. Another picture comprises of a couple giving gift to someone who has opened the door of his home to take the gift, while another picture shows that a couple is dividing utility and grocery items to the children. These picture shows off a theme of “helping others” overall.

p. 111 has three pictures on it (a), (b) and (c), reflecting the story of “funfair”, where one friend was worried and had no resources, the other children collected pocket money to get her dress and she also enjoyed funfair. (a) is showing worriedness, (b) is about giving gift, (c) is same picture as on the last page.

On p.127, a boy and girl are standing the boy has a bag with it as well as a box in his hand showing him a delivery boy; the girl is represented as receiver. Her smile shows that she is excited and willing to receive books. No other clue can be got about story before reading the text so picture is illustrative as it clarifies the illustration in the text. The color, size and sketching is clear and vivid.

p.128, has pictures those are very complicated but text explains they are title pages of kids’ story books. More things cannot be known until you read the text but they are illustrating to an extent.

P, 139 has two boys standing and trying to hold a football; the picture is clear enough as it refers to a fight between these boys having an attractive background, size and color.

Animals:

On p.46, rabbit, two cats, cock are shown in this picture, two birds are flying at the top angle of image with a greenish flower beautiful background making it more attractive and natural. This scenery performs the illustrative function as it has a semantic relationship with the text.

P. 66 has natural scenery having one frog and mouse in it. The face of mouse is bent towards frog and limbs of frog are also pointing towards mouse showing that they both have a very good interaction. Eyes and

smile on faces of both reflect their friends. Pictures on p. 67 comprise of animals; one is the same picture as on the last one but it is small in size and performs an illustrative function. The picture on bottom at the left side of the page reflects that they both are sitting on a stone having a thread on their limbs tied together reflecting what has been written in the text; the facial expressions are same representing their friendly behavior. P. 68 has two pictures on right and left sides of the page; describing different points of the fable as (a) picture reflects downward position of frog's limbs that shows he is going to dive into the water while the face and limbs of rat are in upward direction showing that he is not comfortable and trying to react against the will of frog. (b) Picture indicates the high color saturation and natural background make it more attractive for the learners. The expression and position of frog shows that he is under much suppressed place and mouse is in between hawk and frog. The story is reflected in the pictures on pp. 67 and 68.

P.118 reflects a large sized picture of Markhor, national animal of Pakistan. In picture, its attractive horns are shown prominently as well as frontal angle reflects bravery and unique feature of it. P.119 has another picture of Markhor where he is taking a side and shown from different angle. Majority of students might have not seen it personally but it is a good item added here as it will let them know about their local culture. P. 120 has the same picture being shown in small size.

On p. 139, there are two kittens lying in a basket near fire place, it seems they are enjoying the heat and the title shows that it is something about their bond and living together. Their closeness shows their relationship, the colors are good and natural background though most of the have not seen fireplace except of hilly northern areas. On p. 140, kittens are being shown in different five pictures, in first they are trying to find something, then quarreling for a mouse, the lady send them out in stormy night and think it was better to lie near fire than quarreling showing whole story. All pictures are having a frontal angle so that students can learn to live together.

Discussion and Findings:

The explanation of the selected texts is pinned down in terms of prescribed research question, as the first research question can be answered if representative mode is analyzed of the selected images. Details are given as below:

The visual images represent the local, religious, moral as well as informative perspective of society, majority of the males have beard, qameez shalwar while females are wearing local qameez shalwar, dupatta or scarf. Some girls are wearing western dresses as well as boys, showing that the selected textbook teaches to be liberal instead of being fixed to one dress code. Similarly, it also gives a place to the minority. Social roles being assigned to the visual characters and topics discussed in the lessons or activities

While topics like Eid ul Azha, Nationhood, patriotism propagate religious and cultural triggering while doing what is right, strong women, helping others living together are very crucial aspects of social relations thus, it can be said that the visual images in the selected textbook represent very useful social roles and characters. Moreover, it can be said that the graphics of visuals are not very sharp thus give a blur look their printing and finishing should be improved to have a better presentation. The reason behind it is finances, as clear graphics would need a paper as well as ink of good quality, so for saving printing, publishing and binding expenditures such visuals are added.

The images in selected textbook show a very strong correspondence with the local context of country as they show gender equality, cultural dress code, beard on man's face as well as dupatta, shalwar ,qameez, covered head of ladies. Brave and respected high professions have been attached to females for abandoning the so called masculinity. The topics like tolerance and Eid ul Azha, Helping others, Living together and doing what is right are all important pillars of social as well as Islamic teaching if seen from ideological perspective those would leave an enriched impression of students' minds. At this basic level, it is compulsory to teach them that unity is strength and doing virtue is the essence of life.

The images of the selected textbooks indicate that most of them are performing illustrative functions while a few have decorative function. The reason behind this is the students are not enough mature that they can understand the gist just by looking on picture or text only so the supportive mode is being opted. Decorative function and high resolution of colors help to make textbook catchy and attractive for the learners as younger kids get more attached towards the high saturated colors as compared to white and black.

Conclusion:

It can be concluded that a very positive and neutral presentation has been incorporated on gender basis as well as on religious basis. Though a shortcoming in number of images can be felt as if more pictures are added they would make the textbook more interactive and helpful for the students as here are some points need to be illustrated further through pictures for a better understanding of the story or text. Moreover, majority of the pictures are drawn and give an animated look if the real pictures from local society are added they would enhance the interactivity and students will feel more familiar and comfortable with the textbook i.e. if uniform and school pictures are of real public schools they would leave a remarkable imprint on students' psyche. At last, it is also suggested that the quality of images regarding drawing, colors and paper of textbook needs to be improved to get vivid and clear representation.

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