

ANALYSIS OF 9TH STANDARD TEXTBOOK OF ENGLISH THROUGH A MULTI-MODAL TEXTUAL ANALYSIS: CASE OF SINDH TEXTBOOK BOARD

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Abstract

The current study tries to investigate changes in a content of English textbook to the 9th standard that is authorized under the Sindh Textbook Board Jamshoro, Sindh, Pakistan. The textbook of English is four decades old. However, few changes have been observed in its content with respect to the socio-cultural and political ideologies. The changes are more visible in the presentation of texts in the given units and attractive with the help of colorful images. Therefore, the aim of this study is utilization of the multi-modal analysis to analyze the relation of colorful images with the text in the units. The study tends to utilize specific tools to analyze textbooks that create impact on ideological mindset of its learners at their secondary level of education in English. The analysis has shown a fact that the textbook of English is deeply influenced by the particular cultural agendas of Pakistan and specifically to the Sindh Province. The alteration of English textbook is not only limited to its layout and the design, however there has been few changes in its ideological perspectives. The study provided a fact in the end that the recent edition of the English textbook to the 9th standard is more attractive and interactive compared to its past editions in terms of its learning that creates motivation in learners.

Keywords: Content, Edition, English, Ideology, Sindh, Textbook,

1. Introduction

The linguists have emphasized on systemic function of linguistics (SFL). It has social implications of language use with multifarious perspectives to analyze text on different levels. The analysis on basis of multi-modal is made functional due to SFL. It tends to incorporate different resources that design different images, the overall layout and basic canon with participation of roles in text. Therefore, textbook do possess crucial role within academic infrastructure. Researchers in this process are (Machin, 2007; Yasina, et al., 2012; Liu and Qu, 2014; Sovič and Hus, 2016; and Hart, 2016; Abbasi et al., 2024). They investigated about impact in textbooks with utilization of multi-modal for its better learning. According to Amjad (2012), great important differences have been found between the private and public academic sectors of Pakistan. This idea is also addressed in the research of Bux et al. (2019). Therefore, this has been established fact that the textbooks of public academic institutes do lag in its authenticity.

1.1.Problem Statement

The academic level of Pakistan has pressure to decide between two great dilemmas it academic uplift to the international level. In previous scenario, the state of Pakistan tended to change its ideological basis and stated “*First Pakistan*”, as its national slogan. Therefore, current study is a practice to investigate the transition of social- semantical perceptions to social and political impacts in 9th grade textbook of English in Sindh.

1.2.Aim of Study

The current study tries to establish a fact that the reader can express different changes in interpretation of text on basis of its ideological foundation. This can help to find learning purposes, results and the required materials for curriculum.

1.2.1. Objectives

- To know process of multi-modal in analysis of semantics that brings different types of meaning.
- To know about effect on transition to social and political aspects in 9th grade textbook of English of Sindh textbook and impact of Pakistani ideology reflected in textbook.
- To find the relation of image in a text with relation to textbook.

1.3.Research Questions of Study

RQ1. How a multi-modal analysis of semantics does bring various types of meanings?

RQ2. What has been the possible effect on transition for social and political aspects in 9th grade textbook of English since past four decades in Sindh and impact of Pakistani ideology reflected in textbook?

RQ3. How far change of image in text has its relation in textbook?

1.4.Importance of Research Project

The following project highlights social, political and the semantic presentation in 9th grade English textbooks of Sindh. Not only this, it reflects a fact that the textbooks have been outdated in public sector schools. Therefore, there is a great need to call for its modification. It will be effective for students in future. Therefore, study is aimed to analyze the factors that provide ground to shift ideological foundation of Pakistani state. It analyzes its impact on academic policies, textbooks and curriculum. In order to know the answer of research questions of this study, the English textbooks are taken to consider and analyze along with its teaching and social implications. Since the inception of state, the last five decades have been important not only internationally, but, nationally it did have great impact on cultural, political, social and economic aspects of academic policies. The educational policies are afflicted politically by the two great super power states, Soviet Union and invasion of America on Afghanistan in 1979.

1.5.Limitations

Study highlights different types of changes brought to English textbook of 9th grade in Sindh. The following project can also be utilized to find discrepancies in English textbook of higher and lower grades of Sindh textbook.

2. Contribution of Previous Literature

The state of Pakistan was found on ideological basis of Islam, where Muslims could easily implement ideologies of Islam. However, a drastic change has been witnessed. Pakistan witnessed as nucleus state for settlement of scores between world powers, the America and Russia on war with Afghan. Defeat given to Russian forces in land of Afghanistan bought America to become the super power. Pakistan then left alone to fight with extremist elements. The denouement was drastic after the event of 9/11 and the Pentagon became hit with aircraft passengers. The Americans even decided for rid to Islamic rising militancy in Pakistan. Pakistan had stance to raise question for an alley that could be against to religious militancy.

2.1. Stages of Development in English Course

2.1.1. Pakistan- the State Established on Ideology of Islam

The history records evidence that Pakistan founded on basis of Islam is used for hold onto state to be ruled by the elite. Pakistan is formed to raise ideological remarks (Talbot, 1984; Esposito, 2009 and Hussain, 2018). Therefore, this aspect is endorsed by stakeholders in texts of course book. The notion of ideology defines basic ideas and the ideals. Therefore, state has been ultimate result to think in broader perspective applied for various elements in life. Abdullah (2010) stated that Pakistan was found by motto “La Illahaa Illallaah” (There is no deity except Allah). Ziad (2010) further stated that this slogan at times of independence was employed to combine differences of communities based on ethnics, racism and culture. The alignment of Zia government and America revisited to endorse the following slogan within curriculum in order to back war of Soviet in face to Jihad. Ex-President General Zia-ul-Haq has been strong believer to impose Islamization in Pakistan. Tharoor (2014) quoted General Zia ul Haq in this respect.

“The state of Pakistan resembles to Israel that is ideological in its foundation. If you remove Judaism in state of Israel, then this may fall as the house made of the cards. Similarly, if Islam is taken from Pakistan then this may represent it as secular country; however this may collapse.”

(General Zia ul Haq, 1981)

Afzal (2015) stated that University Grant Commission did pass to follow orders for authors of textbook in 1981. According to Afzal (2015),

“The representation of founding of state, Pakistan is not based merely on lingual, racial and geographical aspects. However, this is share of experience for one religion. Therefore, students need to understand and get to appreciate ideological basis of Pakistan, then popularize this to slogans, and show students about real aim of Pakistan creation- it is purely Islamized in nature”

(Afzal, 2015)

2.1.2. Causes of Defamation to Ideological Basis of Pakistani State

The event of 9/11 brought many drastic changes, when the Pentagon and WTC were struck down by drowns in 2001. These drastic changes were seen in Pakistan. The officials of Pakistan were asked for minimizing effect of Islamization within given curriculum for promotion of moderate Islam. According to Law (2007), section 1442 declared to implement recommendations in 9/11 commission act 2007 in USA. The points were raised to build effective public institutions that could promote secular version of education in schools. Therefore, many innocent suffered to ensure for the students of Pakistan to read in the schools. Therefore, the earlier slogan for Pakistan at times of its creation, turned to be more secular. It was replaced with words, “Pakistan to come as first”. This ensured enlighten moderation. According to Abdullah (2010), the act of de-ideologization in Pakistan is intellectual version that is perceived through textbook reading. The last four decades have witnessed a great transition in textbooks of Pakistan. It reflected the entire politico-social scenario of academics.

2.1.2.1. Text Book Organization

The textbook has been significant tool for teachers. It tends to assist state for its unification, provides particular look to society with civilization. This is in peculiar frame to state ideology. The decisions determine nature of overall textbook, the stages to communicate, the

tools to share experiences with help of illustration. Seguin (1989) stated that textbook is like Bible in classroom. It is important and authentic source of information and medium to exchange it through transfer mode. However, in era of 1980s the writing was mode to transfer information; images have been incorporated in form of sketches. Currently, the textbooks have balanced outlook of text, the images and various typographies. The multimodal of semiotic analyzes is an approach to critically give its analysis for various content present in book. Earlier, the text has been adequate source to produce meaning. However, in present, the multi-modal approaches analysis the text through various steps. It is in reference to infer meaning from text of textbook. It gives relation of audience with societal implications. Therefore, these resources utilize to compose texts. The resources are analyzed critically in order to fit it for communication. Bezemer and Kress (2010) stated in this respected that:

“The present changes within power also the principles with its agencies control each other. It is the shift of positions. It is from vertical towards horizontal structures. It is taken as open from the hierarchical in form of relations.”

Bezemer and Kress (2010)

2.1.2.2.Critical Part of Semiotics

The study of semiotics and the delineation to mode or sign has been sign for reflection. It has shared knowledge of society with peculiar mode to use for convey different messages. According to Bezemer and Kress (2008), the semiotic approach to society has textual places for multi-modality for center at attention. The analysis of multi-modality has embedded three significant elements. They are writing, layout, gestures, images and typography. The overall configuration to interact, sharing of meanings and result is shared societal interaction. The approach of multi-modality tends to probe ways that text makers and designers manipulate resources with its impact on users of texts. The design of text has been true that represent interests of its makers with implicit and explicit beliefs. The approach pf multi-modality tends to explore different capabilities for production of attitudes, views expression, facts and the positions for its impression. According to Kress (2015), it is best patterned for particular task and need. Bezemer & Kress (2010) have explored it as:

“The semiotic analysis of work tended to attend, engage, transform, integrate and order the modes in suitability for its users.”

Bezemer and Kress (2010)

The research on multimodality established important roles for image formation and its relation to write interpretation for knowledge of textbooks and other resources. Bezemer and Kress, (2009); and (Moss, 2003) asserted that any one meaning have been possible for contemporary globe. The diversity in meanings tend to lead multi-modal analysis. Multi-modal approach of semiotic analysis tries to bring various modes to represent data. Therefore, the written part is not central theme to produce meaning. The relation is created between one those that are engaged to it. Earlier in era of nineties, the texts provided with meaning. Now, this is the widely accepted perception that written textual part have been accompanied by different other elements. They are images, typographies, designs, and overall layout. They all work on schematic part of learners and assist to retain information in their memories. The present paper tries to give investigation on different ways to analyze textbooks with cultural aspects to know different images for help in construction of meaning through textual data. The analysis of data through multi-modal semiotic approach is utilized by researchers that

bring various meanings for teaching context. Bezerra (2011) provided framework to students and instructors for utilization of multi-modal textual vision. It keeps in view various grammatical visual designs. (Kress and Leeuwen, 2006) and (Yumin, 2009) tried to probe for meaning construction through multi-modal materials. They are employed through publishers for various textbooks of English at various levels of primary and secondary. The scholars employed framework of systematic functional that pointed appraisal, multi-modal semiotics and the modality. It brings forth for various meanings in EFL provided textbooks. (Lemke, 2003; Ginsberg, 2015) utilized different resources for semiotic multimodality in teaching of mathematics.

2.2.Semiotic (Analysis) of Textbook

The semiotic approach of multi-modality tends to propose analytic frameworks that supply overall theory of integration. Bezemer and Kress (2009) stated about visualization of English. The subject changed further to bring environment of favor for makers of textbook users. Bezemer and Kress (2010) stated that the four elements to represent text in textbook are typography, image formation, writing and the layout. These elements are culturally and socially modelled to produce meaning. It shows the world, the outlook of people and semiotic elements connected to it. The “text” refers to material that forms rhetoric position and processes for design of elements available to designers. The four elements of representation are briefly described below.

2.2.1. Images Given in Textbook

The complexity of sentence equated to complex abilities of cognition. They are utilized with resource to enhance and infer ability that stands true to materials of images. The images from written texts show actual representation in texts. The abstraction and real processes are imaginative reflections of texts. The analysis of image relation with written form of text, the reality of image representation in abstraction shows utilization of various resources like, portrait, paintings and clipart (Kress and Hodge, 1988).

2.2.2. Writer’s Mood (Relation of causes with Genre) (Halliday, 1985)

Written form of text has been analyzed under light to relation of cause with teaching implications under commands, statements and question in texts.

2.2.3. Presentation of Typography (Stöckl, 2005)

This deals to instructional as well literary based writing in presentation. The tool-kit of Stöckl (2005) has been utilized to analyze types related to spacing of line, orientation, indentation and emphasis with typographic features.

2.2.4. Books’ Layout (Ambrose and Harris, 2005)

Layout of pages are analyzed the page format and grid, the number of columns per page, alignment of page elements and column width and orientation. During pilot version of study in textbooks, the observation in presentation of texts in images has been affected since past four decades. The entire ideology and content that is induced in books have been greatly affected. Sleeter and Grant (1991) tried to illustrate analysis of textbooks with instrument of six major categories. They frame ideological and social elements in analysis of textbooks.

Presentation of Creed, Ideology and Sex in Curriculum

The materials in curriculum present images from society with the cultural and ideology based projection of goals. The curriculum shows particular ideology of knowledge that is bound to

one perspective. According to Apple (1988), this endorses culture of elites and legitimates. Glazer and Ueda (1989) did considerable research on basis of racial differences found in the textbooks. The four elements to analyze are:

2.2.5. Pictures' Analysis

The analysis of pictures discusses about the features in picture that categorizes picture on basis of race and sex. The picture in all can put to analysis in two forms, individual and group.

2.2.6. Analysis of Anthologies

Sleeter and Grant (1991) and (2011) stated about purposes behind analysis of anthologies. According to them:

"The analysis of anthology is critical appraisal to story from readers. The elements of sex, creed and disability shows personality of main actor and others in supporting that tend to be tallied. The stereotypes and societal settings with all other groups do solve problems in story."

Sleeter and Grant (1991)

2.2.7. Language in Analysis of Content

This tends to analyze elements involved to critically utilize language for text formation. It examines language that is loaded with connotations of sex, racism and stereotypic meanings.

2.2.8. Analysis of Storyline- Analysis of Institution

It analyzes socially framed section. It highlights solvers of problems and causes of problems.

3. Methodology of Study

The paper adopts qualitative approach. It tends to analyze the texts in textbook of English that is prescribed for 9th standard in Sindh province. The past four decades have observed changes in Sindh textbook of English prescribed by the Sindh Textbook board.

4. Process for Data Collection

English textbook of 9th standard have been taken to analyze its changes since last four decades. The textbook have been analyzed under two frameworks. The first framework utilizes textbook with employment of multi-modal social semantic analysis. Bezemer and kreez (2009) used it in *Visualization of English*. Second analytic framework was used by Sleeter and Grant (1991). They used this framework if relation of class, gender, race and the disabilities in present textbook.

5. Results and Discussion

5.1. Images in Textbook

The advancement of technology in shape of computer, scanner, printer and color print in English textbooks are changed significantly. It could have included more images with rich presentation to content present. This has been noteworthy that less modification is present in textbooks to enhance it. Till 90s the images have been few. The detailed presentation and development of images was observed in 1993, 1995 and 1998. The two more editions of twenty first century have not changed textbooks and presented topic that were same in 1995. The change of text presentation and images in English textbook have been found in 2012 and later 2018. The images are dynamic in nature with full development. These include paintings and images of various personalities with scenes. Many topics of textbook (English) in

secondary stage are embedded for socio-milieu works in Pakistan. There have been less works. The images tend to reproduce content of text and indigenous society. Images since last four decades tended to place images to middle, except to one Major Raja Abdul Aziz Bhatti and national poet Allama Iqbal.

From textbook of 1995 onwards, majority of images have been place in beginning. With passage of time, certain changes were remarkable in recent publications. The increase number of images is one of example. The images have been representation of content and written portion. The signs even denote concepts of justice with signified lesson provided. The cultural signs of Moen jo Daro represented the overall Moen Jo Daro. Example Figure 1 below shows this.



The image and text relation is found constant throughout textbook of English. The given images tried not to supersede autonomous provision of texts, however, it sub-ordinated. The images provided more meaning to text. It did contextualize written part of text. It did provide a media to readers for proper comprehension.

5.2. Typo-graphic Representation of Textbook

The earlier textbooks of past two decades have been written to Serif (Face) version, time. However, the textbooks after 1998, presented writing in version (Ariel). The fonts have been same in text. The overall headings are in bold. The important thing is emphasized with italic format. The textbooks till 2012 had no color on images. They were in white and black. The designers failed to use various typographies that could highlight discrimination. The part to space lining, fit to letter and space between words have not been manipulated. Therefore, the alignment was not differentiated. The poems have been found justified in all versions of publication. The text was horizontally segmented. The designers fail to employ boxes, coloring or the indentation in all versions. The texts lack interactive session with readers. Avoid to shades, highlights in previous versions had no significant employment of resources except the recent version. The recent version of textbook had significant utilization of texts. It uses big and small fonts; italics and the bold typefaces. These changes are result of resources that are utilized for teaching purposes.

5.3. Overall Layout of English Text-books

The layout of textbooks in previous and recent publications is same. It uses A-4 size of page. It follows linear form of footer, baselines, headers and the margins. The pictures have been incorporated in side to texts. No separate columns are used for specific texts. The page-break dependent on section breaks either in form of text or page. Therefore, it has been noted that less differences have been found in overall structure of textbooks. It has been optimistic that

recent editions have experimented more in patterns of layout. The columns and alignment of texts does vary.

5.4.Written Textual Format

The complexity of syntax is equal to complexity of cognition. This has been the established truth about complexity in syntactic patterns that help to develop complexities in cognitive capabilities. However, no any renowned fact is incorporated since last forty years about clause patterns. Therefore, cognitive capabilities of students to learn English have been same. No any proper change has been found in textbooks till the year 2018 edition. There was an old technique to project the text, (i.e. the activities have been in end of book). From 2018 onwards, the frame of questions was changed. The introduction was included in texts with actual theme in poem. It was revealed that remarkable importance was given for teaching implications. Now the questions in texts are employed to elicit capabilities in students. They are sometimes asked in beginning of lessons. Different statements and commands are used for interactive purposes. This helps instructors and students equally. This is an example to show that teaching approach have been changed from traditional to student centered. The knowledge is shared between instructors and students. The important changes are found since last four decades. The structures of sentences are analyzed in form of clause to sentence, relation of semantics and grammar to clause relation.

5.5.Analysis of Pictures in Textbook

Kress and Leeuwen (2006) stated that the analysis of picture has been done through various perspectives. The analysis is done through racial, societal and gender based context. The remarkable changes have been witnessed through editions of English textbooks of 2018 and onwards. The analysis of present textbook of English is related with national and the religious identities of Pakistan. The pictures of Kaaba Shareef (the religious monument of Islam) in chapter 1; the shrine of Shah Abdul Latif Bhittai (the cultural monument of Sindh) in chapter 2; the picture of archaeological sites of Moen Jo Daro (the archaeological and cultural civilization of Sindh) in chapter 3; respected Miss Helen Keller (the sign of bravery and courage) in chapter 5; the historical figure of Pakistan, Dr. Iqbal (known to be the national poet of Pakistan and eastern poet) in chapter 7; Miss Fatima Jinnah (the Mother of Pakistani Land and sister of Quaid E Azam), Mrs. Raana Liaqat Ali (the honorary secretary and member of Muslim League) in chapter 8; the founder of Pakistani state, Muhammad Ali Jinnah in chapter 10; The national hero of Pakistani Army (Major Raja Abdul Aziz Bhatti) in chapter 14; The Guddu Barrage in chapter 22. It has been noticed that designer of textbook praised national and religious notions in Pakistan. In chapter 7, picture of National poet of Pakistan, Dr. Iqbal is projected very significantly. The overall pictures in textbook have projected a vision of nationalism and religious induction. The textbooks have never been religiously and nationally neutralized since last four decades. The end of Soviet and Afghan war has deep impression on Pakistani nation that projected Islamic ideology. The previous editions of 90s, 80s had almost similar images with topics. The overall representation of images shows Islamic and national ideology. The majority of chapters in text book include texts and pictures that represented religious and national facts. The scientific truths are not realized in texts. The overall text and image relation projected sexism. The male gender is highlighted more in comparison to female. The female gender is highlighted in three chapters (i.e., 5, 8 and 15). This shows that males are more dynamic in societal roles. The pictures of renowned female figures tried to project an equal view of women role in creation of Pakistan and its society. Although majority of images show male gender dominant in creation and nomination of Pakistan at international level. However, the role of women is not subsided in

creation of Pakistani state in textbook of English. The changes have significantly aware readers about equal role of both genders in creation of Pakistani society by designers of textbook.

5.6. Analysis of Anthologies

5.6.1. Lack of Racism in Text-Book

The textbook lacked text to project racism in textbook. However, the society of Muslim Ummah and Pakistani nation, the names, the cultural rituals and identities are explicitly mentioned in current textbooks. The stance and issues of minorities in Pakistan is not highlighted in textbook. The Pakistani leaders that took actions in creation of Pakistan were given actual prominence in textbook. This shows that Pakistani students must yearn for the lost exalted position of Pakistan at the international level.

5.6.2. Societal classes

The previous editions and current represented the lower middle-class and middle-class people of society. There is overall representation of urban society. There is representation given to village life in (chapter 18) through textual form but not an image.

5.6.3. Gender Description and stereotypes Generated

The pure stereotypic presentation of females and the males is depicted in English textbook. The role of women is highlighted in creation of Pakistan. They are shown as supporters of nation that acted alongside to their male counter-part. According to Ahmad and Shah (2019), in the previous editions, the females were stereotypically presented a society of home premises. However, in current edition, the female gender is equally highlighted in creation of Pakistan.

5.7. Language Used by the people

Language employed in textbook shows Islamized texts. The comparison of previous editions shows explicitly that the basic ideology is not shifted in textbooks. The notions that presented bravery, patriotism is shown in texts. The excerpts from textbook of 9th standard in English shows clear policies of peculiar ideological and the religious visions in thoughts of students. The perspectives supported glory of religion Islam with complete faith on Allah. However, the event of 9/11 had great impact on ideologies of course designers. Ex-President General Pervaiz Musharaf took the stance to declare state of Pakistan in priority. This went exactly opposite to actual stance of ideological creation of Pakistan.

5.8. Analysis of Storyline and Institution

The books represented national and the religious institutes more in weightage. The world of science with civic society lacks in textbook. The humanistic approach is well inducted in texts.

6. Conclusion

English textbooks are under the publishing process in Pakistan since the last four decades. Therefore, it demonstrates important changes in its images, the overall text and the ideological perspectives of entire Pakistani nation. The presentation of text in a book was static in past. However, the nature to present a text has been changed with an optimistic view in recent times. It has become interactive. Communicative teaching techniques have been emphasized. The textbook uses dialogues and the thesaurus for the consultation of its meaning. The instructions and questions are explicit. Teachers and the students are given room to interact with each other. Therefore, the objectives of each unit in a book are clear for

the pedagogical purposes. The presentation of pictures in colorful pattern is an advanced stage to mark discrimination between educational systems of earlier and present situations. Therefore, the transmutation of ideology is greater. The era after martial rule of Zia marked an Islamization in content. These texts ensure about the notion of Islamic jihad. The study presented a view that still there are lapses to improve the English textbook in Pakistan with addition of more attractive visual properties in its layout, images and the overall typography.

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