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## Exploring Ideologies the Educational Function in Primary English Textbooks (SNC-2020): A Multimodal Analysis

Mamona Yasmin Khan<sup>1</sup> Abida Ali<sup>2</sup>

**Abstract:** *This investigation aims to decode the implicit ideologies in the chosen images and their function to support the process of getting an education in the Primary English Textbook (SNC2020) of grades (1-3) from the academic year (2021-22). This is qualitative research, data collected from the Primary English Textbook (SNC-2020) of grades (1-3). The latent qualitative content analysis under Multimodal Critical Discourse Analysis (MCDA) by (Machin & Mayer, 2012) decodes the illustrations. The findings reveal various Pakistani Cultural and Ethical themes and ideologies such as Studious Attitude at Home and Culture, Sharing and Creative Art, Assisting Elders with a Good Attitude, Pakistani Family Culture, Good and Bad Manners, Intellectual Mother and Ethical Education of a Child, Conversation Manner and Costume Culture, Home Culture and Intellectual Activities and Scheduled Routine of a Child. Moreover, the children are displayed in a proper posture while studying, and this teaches them the manner to sit and study. The children are involved in the creative art of making the card, and they write on it. This gives them the idea to enjoy along with studying. Thus, the socio-linguistic assessment is used to design an instructor's training program and aid curriculum designers in improving the shortcomings in the textbooks.*

**Key Words:** Ideology, Images, Educational Support, Primary English Textbook (SNC-2020) and Multimodal Critical Discourse Analysis

### Introduction

Language deals with the form and function of communicating ideas with the aid of verbal and non-verbal cues. In academic studies, various ideas and values are decoded in these signs to study the influence of respective views on the functional behavior of the readers (Marina, 2021). Thereupon, language and semiotics are interlinked because worldviews connect with human language, which is comprised of words and signs (Chen et al., 2016). Semiotics deciphers the meanings implicit within sign language. This is called non-verbal communication with the assistance of pictures, symbols, gestures, etc. It is a complex system and conveys various messages to the sender and receiver in a reciprocal manner. Furthermore, this represents a complete meaning in the respective context and highlights the linear link between the structure of design and meaning in context (Schielke, 2019). The signs in the circulating text are studied at the denotative and connotative levels to decode information in context by the readers. Thus, images, symbols, and signs play a significant role in interaction at various levels in the social, cultural, and educational context (Hasyim & Arafah, 2023).

The visual language used in the textbooks is guided and contains a transformational aspect to influence the behavior of the learners. The visual text potential refers to reflecting meaning, and this is communicated by the interaction of textbook, instructor, and learners. Thereupon, the learners not only read the verbal language in the textbooks but also observe the images along with it. They strive to comprehend the ideas represented in the visual language of the textbooks (Weninger & Kiss, 2013). Moreover, the ideas and concepts in the language reflect ideology. Ideology may provide the base for social practices and behavior management. Thus, this plays a vital role in the construction and reconstruction of views, identities, and attitudes at national and international levels (Ajsic & McGroarty, 2015).

<sup>1</sup> Professor, Department of English, The Women University, Multan, Punjab, Pakistan.

<sup>2</sup> Visiting Lecturer, Department of English, The Women University, Multan, Punjab, Pakistan.

▪ **Corresponding Author:** Mamona Yasmin Khan ([mamona.6231@wum.edu.pk](mailto:mamona.6231@wum.edu.pk))

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Textbooks serve to inculcate ideas and beliefs among learners because these are considered official sources of information. The target ideology is promoted through a curriculum designed under the influence of the higher authorities. Furthermore, the language used in the textbooks, either verbal or visual, influences the knowledge and worldview of the learners. Thus, language carries the potential to influence and empower learners because it communicates certain ideologies among the learners (Mahboob, 2017).

Young learners comprehend and take ideas from illustrations such as pictures and signs primarily. The illustrations used in the educational discourse not only stimulate the brains of the young learners but also enhance the cognitive thinking level of the disciples. Therefore, the use of visual images at the semiotic level in the textbooks serves to provide ideology and information first-hand. This may not only regulate their perception of the world but also enlighten their brain to comprehend the message reflected in the images at the visual level. Thus, the use of semiotic language in the design of the textbooks communicates various ideologies and messages to the recipient (Sovič & Hus, 2016).

### Statement of the Problem

Textbooks are considered a significant and fundamental unit of curriculum. The language used in the textbooks serves as the prime official source to provide information and ideology in a specific context. The use of visual language in the form of images and illustrations guides the goals of learners and influences their attitudes (Chen, 2010). Thereupon, English textbooks not only aid them in learning foreign languages but also provide ideologies. This may influence their behavior at the ethical, cultural, and educational levels. Similarly, young learners are captivated by the use of images in textbooks and take cognitive-visual perception from them. It is fruitful to identify the ideologies in the semiotic language to investigate the sort of views represented in the textbooks for the learners. The researcher explored the ideologies in the “Primary English Textbook (SNC2020)” of grades (1-3) and the academic year (2021-22). Thus, the ideologies at the semiotic level in the selected textbooks and their supportive educational role are underexplored areas.

### Objectives

This research aims to find out the choice of images used in the Primary English Textbook (SNC-2020) and the various ideologies portrayed in the illustrations of grades (1-3). This explored also the role of ideologies in supporting the process of getting an education.

### Research Question

1. What semiotics/images are used in the Primary English Textbook (SNC-2020) to reflect various ideologies and supportive educational roles?

### Significance of the Study

This research may help the student of Education at the pedagogic level because it reflects the practical implication of educational philosophy in the textbook. It raises the critical consciousness of the readers because it represents the role of ideologies in guiding the behavior of the learners at the practical level. Hence, this is an addition to the existing theoretical investigated knowledge from this perspective.

### Literature Review

Single National Curriculum (2020) was devised for the disciples at the primary level and equally at the national level. It aims at the holistic development of the children, i.e., to educate them and train their behavior. Furthermore, this may enable young learners to get a quality education and compete with the current issues in the world, both in the national and international scenario. Moreover, the scholars conducted a comparative analysis between a single national curriculum and previous national curricula. This reveals there are shortcomings in (SNC) and it is suggested by the researcher to review this curriculum for more good results in the future (Asghar & Ahmad, 2022).

The quality and quantity of listening skill activities in the Primary English textbook of grade five are investigated under the mixed method paradigm. This is explored as the listening activities in the textbook

need revision. This may enhance the competence of the learners at the linguistic level and improve their skills in listening to the foreign language (Malik et al., 2023). Furthermore, the phonetic exercises relevant to sounds in the English language are observed at the level of formation and assessment in the grade five English textbook. The balance between the content of the assessment and teaching is observed, and the findings reveal that the content related to the sounds is appropriate. This knowledge may be taught through the use of the alphabet at the time of the shortage of audio-visual aids. Moreover, some of the exercises on listening skills and the assessment method are theoretical in nature. This sort of evaluation may not produce fruitful results. Hence, it is suggested to teach the learners English sounds not only at the theoretical but also to make them utter sounds in a foreign language. This may enhance both the listening and speaking skills of the learners (Malik & Asif, 2022).

The conceptual, qualitative content of the fifth-grade English textbook is conducted to investigate values at social and moral levels. Similarly, the recursive words and phrases in this respect are identified. It is important to find positive ideas in the textbook to serve the needs of learners at the primary level. The findings reflect the presence of positive values at social and moral levels. These are peace, compassion, and respect for religion and customs. Hence, moral and social values are represented unequally in the textbook. The researchers suggest giving equal representation to both the mentioned values. This may polish the behavior of the learners at the social level and interaction with the human being (Bano & Abubakar, 2021).

In primary government schools, a survey is conducted using information and communication technology (ICT). This aims to find the pedagogic activities in grade four in an English classroom. The findings reveal instructors have less knowledge about the Communicative Language Teaching (CLT) approach. Furthermore, the shortage of audio-visual aids to teach learners a foreign language makes the task difficult for them. Thus, the scholars suggest providing proper training to the teachers and enhancing their language teaching skills along with technological knowledge (Parvin & Salam, 2015).

The effectiveness of textbooks in Pakistan's national curriculum is investigated under the mixed method paradigm. The teachers assist in the evaluation of the importance of English textbooks in the education system at the national level. Furthermore, the results of the survey and semi-structured interviews show views about English textbooks at the primary level in the schools of Balochistan. Moreover, this is explored by the instructor in the respective institution and describes some shortcomings in the textbooks. They describe some language issues in these textbooks, such as vocabulary and grammar, and the limited time to teach this as a subject in the classroom. Hence, proper training needs to be provided to the instructor; in this way, they may teach the students better (Panezai & Channa, 2017).

This is evident because the textbooks are investigated from technical and theoretical perspectives, such as the linguistic dimensions and semiotic representation. The shortcomings in the textbooks and Single National Curriculum in the light of teachers' views. Furthermore, the scholars raise awareness about the need for proper teacher training and make them aware of the different English language teaching methods. The nature of phonetic and listening skills activities in the textbooks, along with the assessment and evaluation techniques, are discussed. Moreover, the values at the social and moral levels in the textbook of grade five and the imbalance representation of both the values in the textbook are discovered. Hence, the ideologies in the images in the Primary English Textbooks (SNC-2020) of the academic year (2021-22) of grades (1-3) are less explored. The researcher explored the selected textbooks from an ideological perspective at the (MCDA) level.

## **Theoretical Framework**

### **Multimodal Critical Discourse Analysis (Machin & Mayr, 2012)**

This theory (MCDA) is called iconographic because it explores the image in different dimensions, such as the background and foreground information. The semiotic/visual language is interpreted with the assistance of the theoretical tool as it reflects clear meaning. Furthermore, the images, along with the verbal language, are used in the text to communicate the message clearly among the recipients. The illustrative language suggests different meanings through the use of color, setting, individual, and events. The choice of the image conveys both connotative and denotative meaning in context. Hence, images have



the potential to give meaning to the readers in a broader framework in a specific context. The theorists suggest the following tools to analyze the image and decode the ideology in the specific context out of the visual language.

**Individuals and Groups:** The participants' dress code, hair, facial expressions, etc., show the ideas in a cultural context. The participant in a group signifies homogeneity, while individualism highlights the absence of social context.

**Generic and Specific Depiction:** The stereotypical use of dress code, hairstyle, and physical features to describe the participant in the specific cultural context.

**Setting:** The setting depicts the general ideas along with the connotative ideas in the context of a discourse with the aid of identities and actions.

**Poses and Distance:** It gives various meanings about the participant's personality and role in the context. The controlled body posture shows obedience and a cultured attitude to the person and vice versa. At the same time, the teenagers' loose posture shows their emotional nature. The clothing and standing style reveal more about their culture. Distance shows the social relationships among participants in the image. The close-up shows the feelings of the participants, but the medium shots represent their costumes.

**Gaze:** The gaze of the participant in the image carries a meaning according to its type. In the offer gaze, the participant does not look toward the audience and lets them draw the meaning according to the context. While in the demanding gaze, the participant looks toward the audience or objects. This shows confidence and hope in the context. Looking upward shows high ideas, but looking down reveals worries.

**Potent Cultural Symbols:** The objects in the image are loaded with cultural meanings, and the presence of such objects in the picture presents the foreground information about the cultural norms and traditions.

**Size:** It reveals the importance of entities according to their sizes in the image, and it ranges from the largest to the smallest. While the image shows the equal size of all entities, it highlights the same level of importance.

**Color:** The rich and saturated colors are used to show important information to the audience, and it affects the readers. The less saturated and dull colors are used to represent the casual information. The colors also show the association with the culture and highlight the associative value of colors.

**Tone and Focus:** The use of brightness captures the attention of the readers, and it is used as a trick to convey the intended meaning. While the focus refers to the highlighted and faded entities in the image, it gives the idea of the importance of the subjects in the image.

## Method and Material

This is qualitative research, and ten samples in the form of images are selected through the purposive sample technique from the Primary English Textbook (SNC-2020) of grades (1-3) of the academic year (2021-22) respectively. Hence, the selected data is analyzed with the aid of latent content analysis, a technique in qualitative analysis.

## Data Analysis

The selected ten excerpts from the Primary English Textbook (SNC-2020) of grades (1-3) of the academic year (2021-22) respectively reflect different themes. The extracted themes after latent content analysis are represented as follows in Table No: 1.

**Table 1**

Themes in primary English textbook (SNC-2020): MCDA

S. No	Extracted Themes
1.	Studios Attitude at Home and Culture
2.	Sharing and Creative Art at Home
3.	Assisting Elders with a Good Attitude
4.	Pakistani Family Culture
5.	A Productive Social Being
6.	Good and Bad Manners
7.	Intellectual Mother and Ethical Education of a Child
8.	Conversation Manner and Costume Culture
9.	Home Culture and Intellectual Activities
10.	Scheduled Routine of a Child

## Report the Findings

### Ideologies at the MCDA Level

The prominent themes and semiotic messages reveal the various ethical and Pakistani Cultural norms and values. These are the studios attitude at home and school, sharing and creative art at home, assisting elders with a good attitude and Pakistani Family Culture. Furthermore, the cultural occasion celebrations, assisting fellows in cleanliness, ethics to play and study, home clean orientation, good and bad manners and the intellectual mother and ethical training of the child. Hence, children cooperate with their parents, are productive social beings, have affectionate familial relations in Pakistani culture, conversational manners, and costume culture, and have affectionate mothers and happy children. This depicts (Figures No: 1, 2, 3 & 4) the child following ethics and Pakistani cultural norms in the various areas of life, not only at home and school but also in social and traditional settings. The cultured family system is reflected, and there, the children, along with elders, are involved in their respective jobs. The use of books and drawing copies along with children shows the educational activities the student at the primary level needs to carry at home.

**Figure 1***Assisting elders with a good attitude***Figure 2***Pakistani Family Culture***Figure 3***Studios Attitude at Home and Culture***Figure 4***Sharing and Creative Art at Home*

Note: Primary English Textbook (SNC-2020). (Zafar et al., January 2021, P. No. 11, 22, 43 & 40). Punjab Curriculum and Textbook Board, Lahore.



Figure 5 depicts the routine of the boy: he gets up early in the morning, cleans himself, eats healthy food, puts on the proper uniform, and listens to his elders carefully. This reveals the individual routine of the child, but in the group, he helps the elders, keeps cleanliness and shares toys with his sister. Furthermore, the child as an individual saves electricity and study, but the girl is shown to help her mother as the female use cleaner on the floor. Thus, it displays the routine of the boy as an individual and the girl not only at home but also in school.

Figures 6 and 7 reflect the ethics of studying proper posture, using a helmet while playing and cycling, and wearing an apron during painting, which depicts the manners the children follow in the various activities. Moreover, the difference between good and bad manners is bifurcated with the aid of comparative visuals. In it, one boy is giving a gift to the other boy, showing the boy's sharing attitude. The nurse helping the injured boy reflects the spirit of assistance from the perspective of good behavior. However, the two boys are quarreling with one another on a ball. This is undesired social behavior. The boy on the road does not know the ethics of crossing the road. It is considered a non-social attitude. Hence, the intellectual mother in a Pakistani cultural dress with a book in her hands is represented by teaching her son good habits.

**Figure 5**

*A Productive Social Child*



**Figure 6**

*Good and Bad Manners*



**Figure 7**

*Intellectual and Ethical Education of a Child*



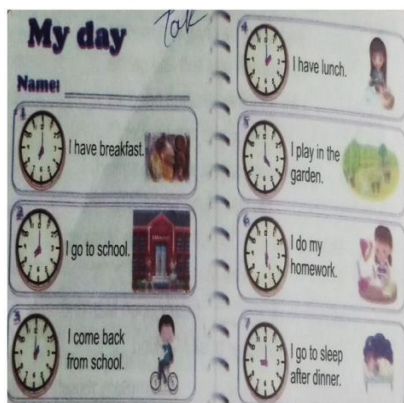
Note: Primary English Textbook (SNC-2020). (Ahmed et al., 2021, P. No. 90, 43 & 54). Punjab Curriculum and Textbook Board, Lahore.

Figure 8 shows the activities of the individual with the clock. This shows the punctual attitude of the individual as a student and the importance of time in the life of the individual.

Furthermore, the child is shown going to school at eight o'clock and then coming back home at two o'clock. The child plays in the garden after having lunch at two o'clock, then does the homework at six o'clock and goes to bed to sleep at nine o'clock. Thus, this shows the punctual routine of the individual in the culture of Pakistan because the activities start early in the morning.

Figure 9 represents two females and a girl shown in trousers and a full-length shirt with a headscarf on their heads. However, the headscarves of the females in the market and the girls in the home cover completely their heads more than the women working in the home. This shows the importance of the headscarf and the manners to take it in various settings. The facial expressions of the females and the girl are indulgences in work, but there is a child in the market in a pent-shirt with a kind expression on his face. Furthermore, it depicts the children helping their parents in domestic and outdoor jobs such as in the market. Thus, in Figure 10, parents also play a significant role in the ethical training of their children. This is evident from their hands on the children's shoulders as they are sitting in an arranged room, and it highlights the proper manners and arrangement at home. They not only teach manners but also assist them in their studies, as the laptop and book symbolize it. The controlled body posture of the children, along with that of the parents, shows respect for them.

**Figure 8**  
Scheduled of a Child



**Figure 9**  
Home Culture and Intellectual Activities



**Figure 10**  
Conversation Routine Manner and Costume Culture



Note: Primary English Textbook (SNC-2020). (Nadeem et al., 2021, P. No. 37, 24 & 5). Punjab Curriculum and Textbook Board, Lahore.

The family is the core culture in Pakistan, as the three members are shown in a single group. Furthermore, the playing activities of the boys and the standing styles of the girls in the school playground show the manner of play among the children. Thus, they wear proper uniforms, and their social behavior symbolizes the ethics of playing among healthy and handicapped children.

### Educational Supportive Role of Ideologies

In this case, the ethical and Pakistani cultural ideologies not only assist them in getting a moral education but also facilitate them in getting an intellectual education. The parents are depicted as guiding the children as the intellectual mother teaches his son to return the other things. They teach them the difference between right and wrong and teach them. This gives them the idea to come home and study. Moreover, the children are shown studying at school and home, and this gives the idea to study not only at home but also at school. The depiction of the children in the proper uniform and the communication on the book reading develop their reading habits and teach them the manner to wear the uniform. The presence of a bookshelf in the room and their discussion of ideas with one another motivate them toward intellectual discussion and study. Thus, this directs them to study at home and get guidance from their parents.

The children are displayed in a proper posture to sit and study, and this teaches them the proper manner to sit and study. The children are involved in the creative art of making the card, and they write on it. This gives them the idea to enjoy along with studying. Furthermore, these ideologies not only guide them to study but also give them ethical education. The children are encouraged to cooperate with their parents at home and in the market, along with the proper manner of communicating with them.

The headscarf is the main feature of the female costume in Pakistani culture, and this gives them the idea of proper cultural dress. The family culture, proper orientation of the room, and cleanliness activities of the children are 179 involved in the home and garden. This ethically educates them to keep cleanliness not only at home but also in the environment. Hence, the ethical and Pakistani cultural ideologies educate them on manners to study and productive behavior.

### Conclusion

Consequently, the ideologies in the image in the Primary English Textbooks (SNC-2020) of the academic year (2021-22) from grades (1 to 3) are explored at a semiotic level. The extracted themes represent the different aspects of Pakistani Culture and the ethical and positive composed attitude of children not only at home but also at social, cultural and educational levels. Thereupon, the respective ideologies are portrayed in the illustrations, such as ethics to play, manners to communicate and study, cooperation with elders and parents, the proper productive attitude of children, and cleanliness at home and in educational institutions. Moreover, the elders are shown as active agents to transmit cultural and moral values among



the children and teach them the difference between right and wrong. The children are represented as they follow the family rules and ethical and traditional values. They are punctual, go to school, study at home, and discuss their ideas with one another in the cultural setting of Pakistan. Thus, this presents a practical picture to the children, and they get the idea of studying at home. They get not only intellectual knowledge in this manner but also educate themselves at the ethical level because they get ethical ideas from these textbooks.

### Future Implications

The Primary English Textbooks (SNC-2020) are explored at the semiotic level in the selected textbooks. Hence, future researchers may explore the socio-linguistic aspects perspective and the linguistic effectiveness of the textbooks at the national level assessed through interviews with the curriculum designers, experts and instructors. Hence, this may aid them in designing teacher training programs and improvement of the shortcomings in the textbooks.

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