A Multidimensional Analysis of Secondary Level Textbooks used in Sindh Board and Federal Board, Pakistan

Asadullah Balouch [1]
Rafique Ahmed [2]
Siraj Ahmed Channa [3]

Abstract

The present attempt analyses Pakistani English written academic discourse (textbooks) used at secondary level in Sindh and Federal boards. Considering first two dimensions (D1 and D2) by Biber (1988), the study will identify the nature of compiled textbooks at secondary level. The Multidimensional analysis approach (MDA) used as a methodological framework. The first two dimensions (D1 and D2) from Biber's (1988) multidimensional analysis framework examined in the abovementioned documents using MAT software (version 1.3).The findings showed that the language used in English I by STB is informative while English II by STB is non-informational on D1 and it established that this genre found similar to the official documentation on D1 by comparing it to Biber's work of 1988. Conversely, federal board's English I is non-informational and involved whereas English II found more informative than the genre of STB as the mean scores of the selected corpora is 5.00 and -9.00, respectively. Moreover, STB's English II genre identified narrative considering D2 analysis that are closed to rehearsed speeches like the Federal Board. Additionally, the STB discourse is far more non-narrative than the Federal Board. Henceforth, the findings highlighted that the textbooks applied in Federal and Sindh boards have variable priorities in terms of D1 and D2 of the said methodological framework.

Keywords: Linguistic variation, Pakistani English written discourse, Multidimensional analysis; co-occurrence

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[1] Lecturer, Department of English, Shaheed Benazir Bhutto University, Nawabshah
[2] Lecturer, Department of Linguistics and Social Sciences, Begum Nusrat Bhutto Women University, Sukkur
[3] Lecturer, Department of English, Shaheed Benazir Bhutto University, Nawabshah

1. Introduction

Language is a mutable phenomenon which advances itself from time to time (Woolard, 2004). Pakistani English written discourse and oral discourse have been changing due to socio-cultural and socioeconomic factors. Pakistani English is a unique and non-native variety of the English language (Uzair, 2011). Many researchers (Goldblatt, 1974; Hamann, 2003, Lass, 1984) made significant contributions at various levels like phonological, morphological, semantic, pragmatic, and syntactic. In addition, genre analysis found prominent area of study since it covers various types of literature.

The present study analyses four textbooks called academic corpora of Pakistani English written discourse designed by Federal board and Sindh board at practised the Secondary School Certificate (SSC) level using multidimensional analysis on D1 and D2. From the four types of textbooks, two are composed by Sindh Textbook Board (STB) whereas remaining two are designed by National Book Foundation (NBF). Definitely, designed courses of English for grade 9th and 10th may have variable settings and priories which will be examined in terms of D1 and D2.

As books under analysis, English I & II for grade ninth and grade tenth, compiled by NBF and STB respectively; thus, the curriculum boards designed the books with different lessons and exercises in accordance with socio-cultural, ideological, and religious perspective. Although the effects on the learners' academic development may be dissimilar, the priorities of both curriculum boards seem different. Thus, the present study used Biber's (1988) multidimensional analysis as a methodological framework on D1 and D2 in order to have insightful knowledge about Involved versus Informational and Narrative versus Non-Narrative subject matter in the textbooks designed by different curriculum boards.

Moreover, produced corpora of textbooks used in abovementioned curriculum designing boards were tagged and analysed using MAT software (version 1.3) in order to discover the multidimensional variations in results. The present researcher proposes to fill research gap; so that, the study may produce findings which will be additional to available database. Nevertheless, individual linguistic features remained focus of the earlier studies (e.g., Ahmad & Mahmood, 2015) whereas the present study

analyses corpora of the textbooks using multidimensional analysis as a methodological framework proposed by Biber (1988). Accordingly, the present study analyses Pakistani English written discourse by focusing on four types of textbooks namely English I & II by STB and English I & II by NBF on D1 and D2 of multidimensional analysis approach. Hence, this study investigates the following research question:

- How does English I & II by Sindh textbook board (STB) differ from English I & II by Federal Board (NBF) on D1 and D2?

2. Literature Review

Amjad and Shakir (2014) examined the registers or genres in terms of institutional discourse using multidimensional analysis. As Reppen (2001) conducted a study on the students of low-grade standard in order to identify their writing expertise in the target language. Another study conducted by Concord (1996) on three types of textbooks namely textbooks of ecology, common composition textbook, and ecological professional scholarly articles which were analyzed through MDA; thence, the findings revealed the intricate relationship between research writing and academic texts. Besides, Biber and Finegan (1994) analysed the characteristics of the writer's style in various genres of texts like fiction, prose, etc. Likewise, MDA framework examined the writing style of 19-century fiction (Egbert, 2012).

In the Pakistani context, Amjad and Shakir (2014) analyzed the online university prospectuses of Pakistan, India, and the UK using this approach on D1 of multidimensional model approach. It revealed that their language is informational, having prepositions and nominalization. Moreover, Indian prospectuses are more informational than those of the UK. The department section is more informational in the prospectuses than all other sections, and the section of VC message is less informational. In the same way, Nawaz and Shakir (2014) have also analyzed the same prospectuses corpora on D2-narrative or non-narrative, and it was found that their language is non-narrative in which they found the features of attributive adjectives, present tense, and interactional markers.

Moreover, another study investigated linguistic variations in various Pakistani Legal English genres by using multidimensional analysis. The findings indicate that legal language is not a homogenous phenomenon, and

it has a variety of linguistic features related to different legal genres; thus, it must be seen in terms of audience, purpose, goal, and context (Asghar, Mahmood & Asghar, 2018). Likewise, Asghar, Mahmood and Asghar (2018) found the same findings as presented above. Rashid and Mahmood (2019) have examined the linguistic identity of the Pakistani Academic writing register of Research Articles. It is found that Pakistani academic research articles language as an informational, non-persuasive, highly impersonal, explicit, and non-narrative.

Considering registers in the Pakistani published papers, the study found that language of research papers as an informational, non-persuasive, highly impersonal, explicit, and non-narrative (Rashid & Mahmood, 2019). Besides, the language of Pakistani universities' newsletters and annual reports of human rights NGOs investigated on D1 and D2 and identified that the language of the Pakistani English written discourse is informational on D1 and is also closed to the official documents than the genre of Pakistani NGOs annual reports. Further, the analysis of the D2 indicates that the genre of the selected written discourse is non-narrative.
Theoretical framework:

This research used the multidimensional approach proposed by Biber (1988) as the theoretical framework. This methodological approach analyses genre, register and linguistic co-occurring patterns of the selected text quantitatively (Alvi, Mehmood & Rasool, 2016).
Variations across oral and written corpora analysed by Biber (1988) in which he identified 67 variables by examining 481 texts and executed with the following six dimensions:
1. Involved versus Informational
2. Narrative versus Non-Narrative
3. Explicit versus Situation-Dependent
4. Overt Expression of Argumentation/ Persuasion
5. Abstract versus Non-Abstract
6. Online Informational Elaboration.

Further, Biber (1993) proposed the features related to MDA are given below:
- It is a corpus-based method.

- This computer-based approach analyses linguistic features of the text automatically.
- It emphasizes linguistic study of registers, genres, texts, and styles rather than specific linguistic characteristics. It incorporates both a quantitative and a functional approach.
- It requires the practical interpretation of statistical analysis. To put it differently, it is assumed that statistical co-occurrence patterns reveal the underlying communication functions.

Primarily, the analysis of any particular genre or text type projects to examine linguistic co-occurrence in terms of linguistic dimensions. The present study analyses the genre of written discourse in Pakistani English on D1 and D2 of this multidimensional approach. In this regard, four types of the written documents namely English I & II published by Sindh textbook board (STB) and Federal Board (NBF) have been selected as a sample for data analysis. Thus, investigating co-occurrence of the linguistic features help us to understand where their language falls on dimensions 1 and 2. In addition, the study also highlights communicative functions of the said dimensions.

On the one hand, D1 offers involved and informative characteristics of multidimensional analysis. In this regard, the negative ratings suggest that the content is informative whereas the positive values which indicate that the material engages to its readers. On the other hand, D2 is concerned with narrative and non-narrative functions of the language. Considering this in view, positive scores reflect the text's narrative function whereas negative scores reflect the text's non-narrative function.

3. Methodological Framework
The present endeavour used multidimensional analysis as a methodological framework in order to analyse the research question under investigation. Accordingly, the researcher downloaded, installed and utilized as the data analysis tool named the MAT tagger programme (version 1.3) that was developed by Nini (2013) considering Biber's (1988) model. The software works in an organized way as firstly it names files as MAT; secondly examines tagged data; and lastly data is saved in a new folder called MAT file name. Furthermore, the analysed data is found in five files as given below:

- Dimensional 1- MAT_file name
- Dimensions - MAT_file name
- Statistics_ MAT_file name
- Type_ MAT_ file name
- ZScores_ MAT-_file name

Abovementioned files provide dimensions, statistics, type, and Zscores of the written discourse which interpret the data by putting it into analytic software.

3.1 Accumulation of corpora

Corpora of the four types of textbooks used at SSC level have been selected for analysis on D1 and D2. The subtle description is given below in figure 3.1:
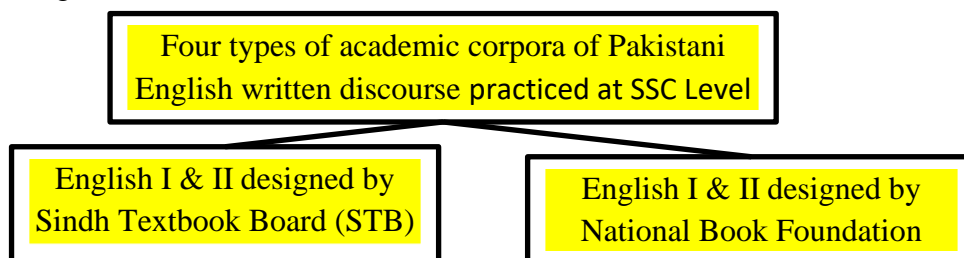
Four types of academic corpora of Pakistani English written discourse practiced at SSC Level

English I & II designed by Sindh Textbook Board (STB)

English I & II designed by National Book Foundation

Fig. 3.1: Four types of Corpora under MAT analysis

The data were collected from textbooks. Selected written discourse was available in pdf which was converted into plain text document; so that, MAT application could be used for the precision of the corpora. The overall produced corpora were comprised of 20 thousand words that was compiled by convenient source. The corpora of 10 thousand words extracted from 9th and 10th grade English textbooks by STB's while remaining 10 thousand words were extracted from 9th and 10th grade English textbooks used in Punjab and federal board Pakistan.

4. Data Analysis and Discussion

The produced written corpora from English I & II textbooks designed by STB and NBF was analyzed on D1 and D2 dimensions of the multidimensional method. Regarding analysis, the positive score on D1 suggests non-informational and involved functions. For instance, this

function is found in conversations and planned speeches. Conversely, the negative score on this dimension emphasizes the informative and non-involved role such as: academic prose, press coverage, and official papers. Accordingly, the linguistic characteristics of the positive and negative ratings vary viewing corpora. As the positive side comprises present tense, first and second person pronouns, private verbs, and so on whereas the linguistic feature on the negative side comprises prepositional phrases, nouns, and attributive adjectives. Similarly, D2 offers narrative and non-narrative functions of the language. As the positive scoring shows the narrative function of the text whereas the negative scores show the non-narrative characteristics of text. The impartial analysis of the selected textbooks on D1 and D2 and then comparative analysis of the dimensions are discussed below:

4.1 Analysis of English I by Sindh textbook board on D1

The mean score of English I by STB book on D1 is -6.44. Hence, the negative score indicates that the text is informative/non-involved whereas the closest genre type is broadcasts as shown below in the figure 4.1:
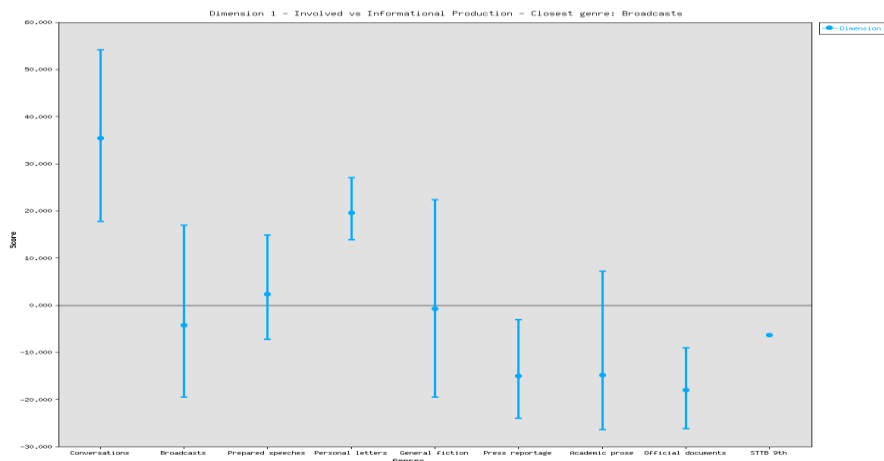

Fig. 4.1: Analysis of English I by Sindh textbook board on D1

Moreover, the linguistics features are illustrated below in the following table:

Table 4.1: The linguistic features for English I by STB board on D1

Scores of Co-occurring Features	
AWL (AVERGAE WORD LENGTH)	4.01
NN (NOUNS)	26.92
PIN (TOTAL PREPOSITIONAL PHRASE)	9.74
TTR (TYPE TOKEN RATIO)	185
JJ (adjective)	5.09

The following paragraph is a sample from the STB's SSC Part 1 English textbook that contains a wealth of information, as shown below:

> *Hazrat Muhammad (peace be upon him) the Prophet of Islam, was born in 571* A.D. at Makkah. He belonged to the noble family of Quraish. Our Holy Prophet Muhammad (Peace be upon him) is the last of the prophets. The Quraish used to worship idols and did not believe in One God. Hazrat Muhammad (peace be upon him) asked the Quraish not to worship their false gods. He told them that he was Prophet of God and asked them to worship the One and the only true God. Most of them refused to accept Islam. They thought that by preaching I slam he was against their gods and their ancestors. They opposed this new faith, and their bitter opposition caused the Prophet (peace be upon him) much agony and a lot of trouble. Their opposition to Islam became so fierce and terrible that he had to ask the believers to migrate to Medina. I n 622 A.D. the prophet (peace be upon him) himself accompanied by his faithful friend Hazrat Abu Bakr, migrated to Medina. This event is known in history as the "Hijra".*

4.2 Analysis of the English II by Sindh textbook board on D1

On D1, the mean score of English II by STB is +5.000. Hence, the positive score indicates that the text is non-informational, and the closest genre type to it is official document as illustrated below:
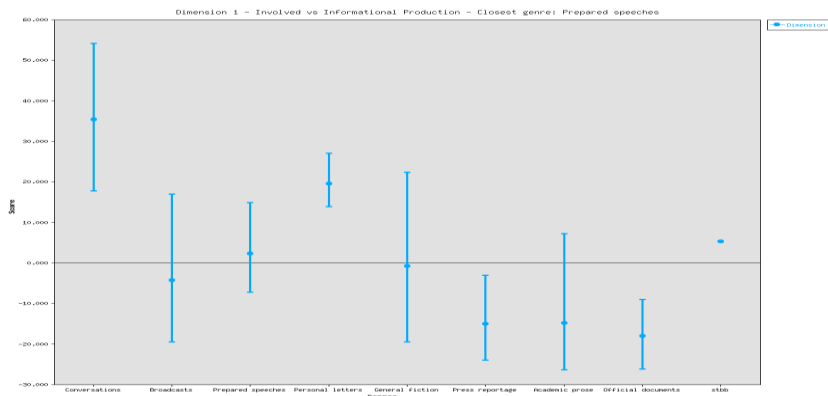
Fig. 4.2: Analysis of English II by Sindh textbook board on D1

Further, the linguistic features in the above-mentioned book on D1 includes noun, adjective, preposition etc. As the table 4.2 indicates the scores of each feature below:

Table 4.2: The linguistic features for English II by STB book on D1

Scores of Co-occurring Features	
AWL (AVERGAE WORD LENGTH)	3.92
NN (NOUNS)	17.36
PIN (TOTAL PREPOSITIONAL PHRASE)	8.62
TTR (TYPE TOKEN RATIO)	180
PLACE (PLACE ADVERBIAL)	0.39

The subsequent paragraph extracted from English II by STB contains a wealth of information as follows:

> "These two men here are fighting over this horse. Each one of them claims and swears that this horse is his." "Step forward," the Caliph ordered the well-dressed man, "and let's hear what you've to say."
> The man said to the Caliph: "O Leader of the Faithful! I beg to believe me that whatever I say in your presence shall be the truth. This morning, when I was riding to the city, I saw this beggar limping along ahead of me. On hearing the sound of my horse's hoofs, he turned round and motioned to me to stop. I pulled the reins of my horse. He begged me to give him a ride up to the city gate.

The linguistic items (noun, adjective, and preposition) are frequently used in the extract shown above. The said linguistic items, in this regard, nouns include: 'horse', 'men', 'caliph', 'city gate', and so on; likewise, prepositions include: 'over', 'of',' to', 'up to' etc. Available linguistic words make the text non-informational and involved functions although Biber (1993) postulates mentioned words as prose and fiction. Further, Biber's (1988) MDA scores -15 for academic prose whereas the current genre scores on D1 is 5.00 that is even farther away. The high frequency of nouns indicates that the text has a lot of information, and the adjectives help to build a picture of the place, theme, people, and circumstance. The corpus taken from English II by Federal Board will be analysed in the section below:

4.3 Analysis of English I by Federal board on D1

This section analyses English I textbook by Federal board that has a mean score of -18.43 on D1. Therefore, it has a negative score, and the closest genre type to it is official papers, as shown below in figure 4.3:
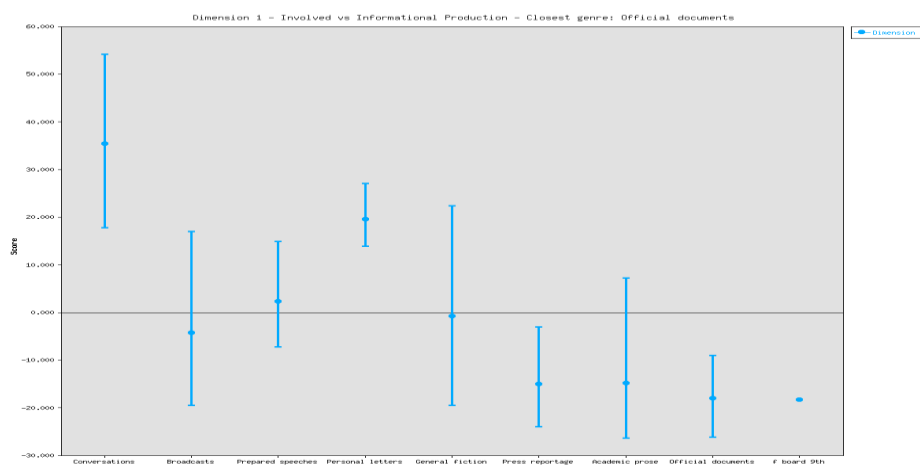

Fig. 4.3: Analysis of English I by Federal board on D1

Table 4.3: The linguistic features for English I by Federal board on D1

Scores of Co-occurring Features	
AWL (AVERGAE WORD LENGTH)	4.6
NN (NOUNS)	30.57
PIN (TOTAL PREPOSITIONAL PHRASE)	13.02

TTR (TYPE TOKEN RATIO)	229
JJ (adjective)	6.24

The sample paragraphs from the said book contains a lot of information as follows:

> *Patriotism means love for the motherland or devotion to one's country. A patriot loves his country and is willing to sacrifice when the need arises. The word patriot comes from the Latin word who offers sacrifice for considered a commendable quality. Patriota' which means countryman. It is the country? Patriotism gives people the strength and courage to safeguard the interest of the country and nation. For a patriot the sovereignty, integrity and honour of the country are of supreme values on which no compromise can be made. Patriots render sacrifice for the preservation and protection of these values.*

> *Quaid-e-Azam Muhammad Ali Jinnah was a nation builder and a great patriot. He wanted to protect the values, culture, and traditions of the Muslims of the subcontinent. He gave the (who led the Muslims of the Muslims a sense of identity by securing a subcontinent in their struggle for separate homeland for them. He said: a separate homeland? "We must develop a sense of patriotism which galvanizes us all into one united and strong nation. "The spirit of patriotism makes us stay alert in the wake of foreign invasion.*

4.4 Analysis of English II by Federal board on D1

This section analyses English II textbook by Federal board that has a mean score of -9.00 on D1. Therefore, it has a negative score, and the closest genre type to it is official papers, as shown in the diagram below:
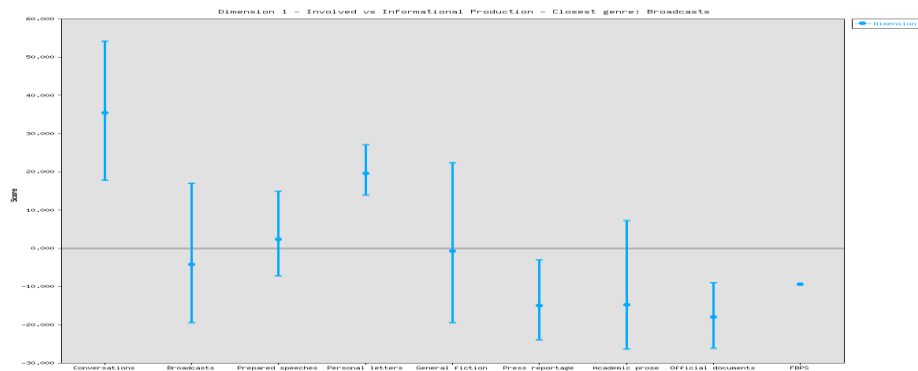
Fig. 4.4: Analysis of English II by Federal board on D1

Table 4.4: The linguistic features for English II by the Federal board on D1

Scores of Co-occurring Features	
AWL (AVERGAE WORD LENGTH)	4.33
NN (NOUNS)	24.97
PIN (TOTAL PREPOSITIONAL PHRASE)	13.66
TTR (TYPE TOKEN RATIO)	214
JJ (adjective)	5.38

Considering above features, the text is informative and non-interactive and is similar to prose and fiction. The current genre score on D1 is farther away from Biber's (1988) value of -15 for academic prose. The high frequency of nouns in the text indicates that the text has integrated a lot of information. The adjectives help to build a picture of the place, theme, people, and circumstance. The subsequent section compares the written discourse of both documents in terms of Biber's genres (1988) on different dimensions.

The sample paragraph from the said book contains a lot of information as given below:

> *Hazrat Muhammad's life is a perfect model and example for the people who want to attain goodness. piety and success in their individual as well as social life. People can seek light from the message and guidance from his life to achieve perfection in the moral, spiritual and social areas of life. He has set very high and noble ideals through his practical example for mankind follow in every field to of life. Hazrat Muhammad practically proved that no one could be more just and equitable than the Messenger of Allah*

Almighty. As a young trader, he earned the good reputation of being an honest, fair and just businessman. He always had fair and just dealings with all people. When the Ka'bah' was being constructed. there arose a dispute among the people regarding the Black Stone. He advised the most equitable plan for the setting of the Black Stone. This pleased everyone and saved them from a tribal conflict. As head of the state of Madinah, he decided all cases on merit with justice and equity, irrespective of colour, creed, or race.

Comparison of both academic documents with each other and with genres of Biber (1988) on D1:

This section compares English II textbooks published by STB and NBF on D1. The text of STB has a mean score of 5.00 whereas the mean score of Federal Board is -9.00. Further, the study found a little variation in the mean scores of the selected documents on D1 since the Federal board output identified more informative than the STB. The subsequent graphical forms illustrate the differences between the selected documents:

- o Sindh textbook board (STB)'s text:
- o Federal Board (NBF) 's text:

Importantly, the study highlights the limits of the mentioned documents in terms of the six types of texts analysed by Biber in 1988. In this regards, figure 1below gives further illustration:
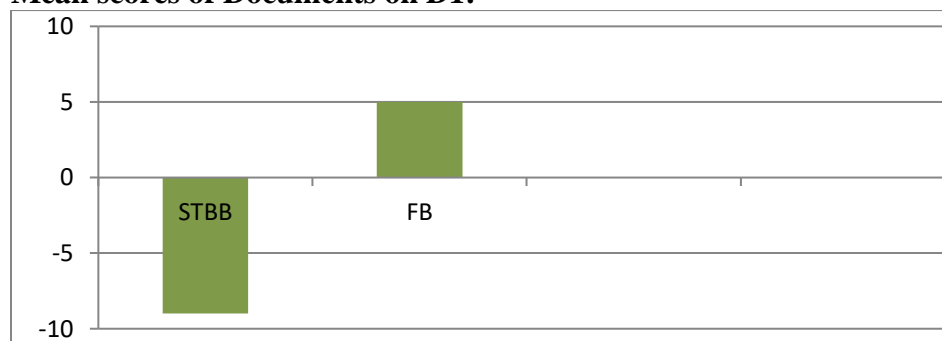
Mean scores of Documents on D1:

Fig. 4.5. Comparison of the selected documents on Dimension 1

Involved

```
60,000

50,000

40,000
              Conversations
30,000

20,000      Personal letters
            Prepared speaches
10,000

   0        General Fiction Genres

-10,000     Press Reportage/ Academic prose
            Official Document
-20,000

-30,000
              Sindh text book board
              jamshoro books
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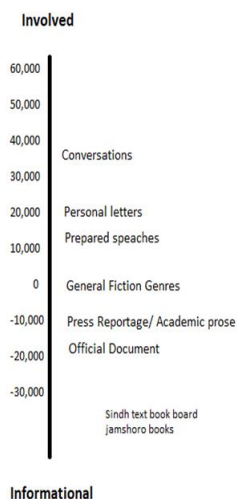
Informational

Fig. 4.6: omparison of the selected texts with those of the six genres studied by Biber (1988)

4.5 Analysis at Dimension 2

Similarly, the present endeavour analyses four selected academic documents on D2 of the multidimensional approach. This dimension expresses two dimensions of the text like narrative and non-narrative. In this regard, the negative D2 score shows non-narrative text whereas the positive score shows a narrative text. Thus, the linguistic features shared below in Table 5 will represent positive high score and negative low score on D2:

Table 4.5: Linguistic Features in the dimension 2

Positive/High Scores	Negative/Low Scores
3rd person pronoun	Attributive adjective
Past tense verb	Present tense verb
Public verbs	
Synthetic negation	
Perfect aspect verb	
Present participial clauses	

The present study, in the following section, analyses the academic documents on D2 respectively and then compared with each other. Primarily, the discussion begins with the English II by STB as follows:

4.6 Analysis of the English I by Sindh textbook board on D2

The mean score of English I by STB on D2 is (0.01). As the text is positive, the text is indicated as a narrative type. Considering Biber's work of 1988, the nearest genre type is personal letter as illustrated below:
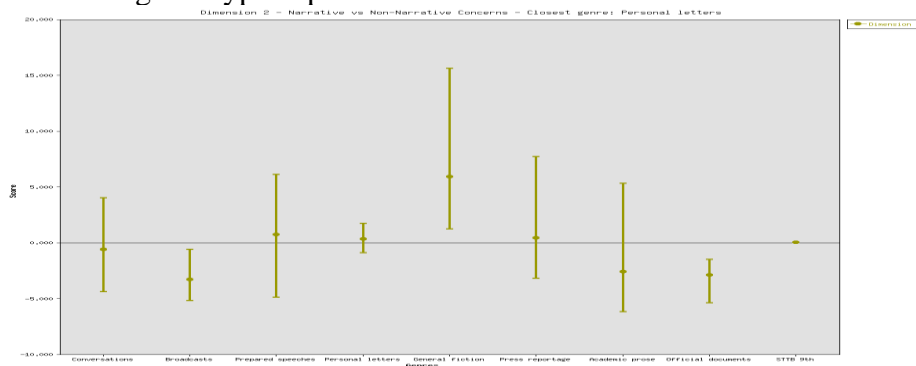

Fig. 4.7: Analysis of the English I by Sindh textbook board on D2

Table 4.6. Scores of Co-occurring Features in D2

3rd person pronoun	3.55
Public verbs	0.65
Synthetic negation	0.32
Present participial clauses	0.00

4.7 Analysis of the English II by Sindh textbook board on D2

The mean score of English II by STB on D2 is 1.25. As the text is positive, the text is indicated as a narrative type. Considering Biber's work of 1988, the closest text type is Involved persuasion as illustrated below:
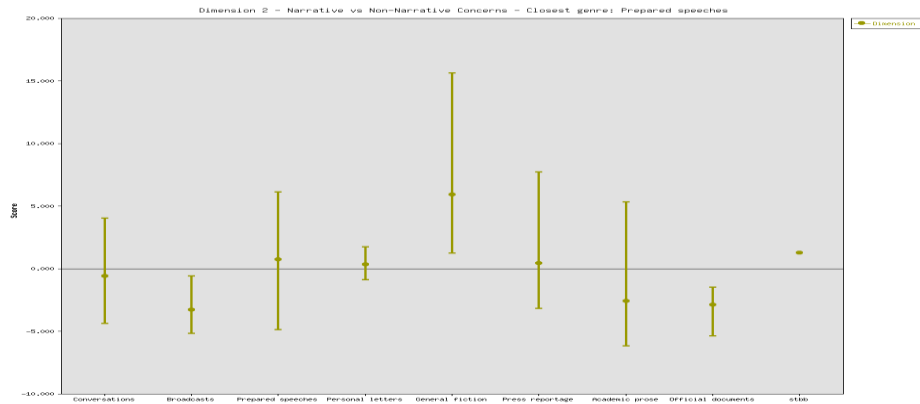
Fig. 4.8: Analysis of the English II by Sindh textbook board on D2

The positive scoring linguistic features for English II by STB on D2 includes 3rd person pronoun, past tense verb, public verbs, synthetic negation, perfect aspect verb, present participial clauses. Further, the following table indicates the scores against the said features:

Table 4.7: Scores of Co-occurring Features in D2

3rd person pronoun	5.09
Public verbs	1.96
Synthetic negation	-1.06
Present participial clauses	0.00

The following extract is the sample text from English II by STB having the linguistic features like 3rd person pronoun, public verbs, synthetic negation, present participial clauses:

> "These two men here are fighting over this horse. Each one of them <u>claims and swears</u> that this horse is his." "Step forward," the Caliph <u>ordered</u> the well-dressed man, "and let's hear what you've to say."
> The man <u>said</u> to the Caliph: "<u>O Leader of the Faithful</u>! I beg to <u>believe</u> me that whatever I say in your presence shall be the truth. This morning, when I was riding to the city, I saw this beggar <u>limping along ahead of me.</u> On hearing the sound of my horse's hoofs, he turned round and motioned to me to stop. I pulled the reins of my horse. <u>He</u> begged me to give him a ride up to the city gate. <u>He</u> was lame. I felt sorry for him. So, I pulled him up behind me on the

horse. When we reached the city gate, I stopped and turned round to help him get down. He refused to dismount. I was puzzled, and gently told him to get down because we had reached the city gate. He said: "Why should I get down? I gave you a ride and now you want to rob me of my horse?"

In the example mentioned earlier, the factors (3rd person pronoun public verbs Synthetic negation Present participial clauses) are observed. The presence of these factors is making the text narrative in nature.

Analysis of Federal board's (English I) on D2:

The mean score of English I by the Federal board on D2 is 0.48 that shows the text has positive score and also indicates that the text is narrative. The closest genre type to it, according to Biber's work of 1988, is press reportage, as the following illustration is indicating:
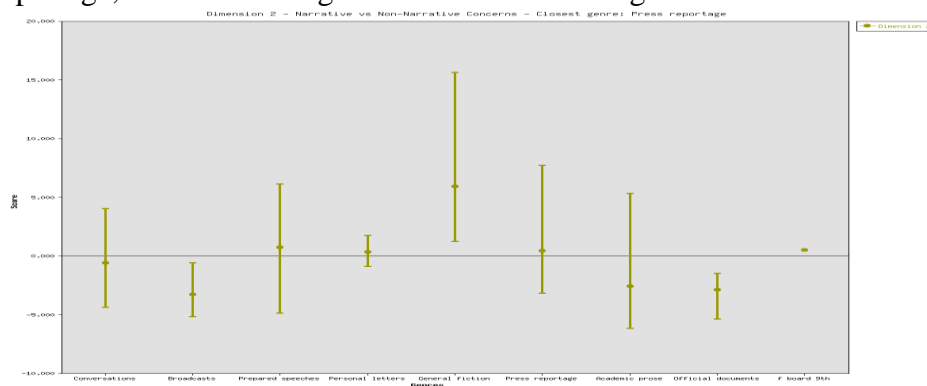

Fig. 4.9: Analysis of Federal board's (English I) on D2

The following drawn extract is from English I by Federal board. It has very few linguistic contents of 3rd person pronoun, public verbs, Synthetic negation, and present participial clauses that make the text narrative with the mean score of 0.48.

Table 4.8: Scores of Co-occurring Features in D2

AWL (Average Word Length)	0.25
NN (Nouns)	3.52
PIN (Total Prepositional Phrase)	0.78
TTR (Type Token Ratio)	1.18
JJ (Adjective)	0.09

The presence of mentioned factors makes the text narrative in nature. However, these features are rarely found in the text as the scores declared above for AWL (Average Word Length) 0.25, NN (Nouns) 3.52, PIN (Total Prepositional Phrase) 0.78, TTR (Type Token Ratio) 1.18 and JJ (Adjective) 0.09. Next, the comparison of both documents made with each other with respect to Biber's genres (1988) on dimension D2.

4.8 Analysis of Federal board's (English II) on D2

The mean score of English II by the Federal board on D2 is 1.9 that shows the text has positive score and also indicates that the text is narrative. The closest genre type to it, according to Biber's work of 1988, is prepared speeches, as the following illustration is indicating:
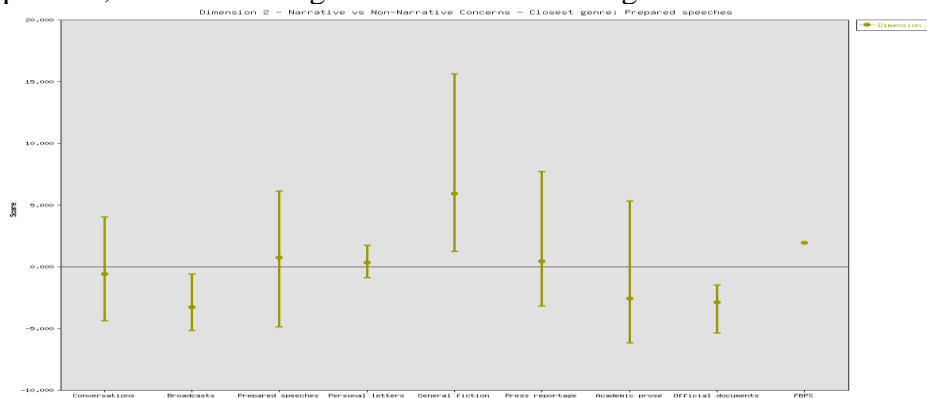

Fig. 4.10: Analysis of Federal board's (English II) on D2

The following drawn extract is from English II by Federal board. It has very few linguistic contents of 3rd person pronoun, public verbs, Synthetic negation, and present participial clauses that make the text narrative with the mean score of 1.9.

Table 4.9: Scores of Co-occurring Features in D2

AWL (Average Word Length)	-0.42
NN (Nouns)	1.91
PIN (Total Prepositional Phrase)	1.16
TTR (Type Token Ratio)	0.51
JJ (Adjective)	-0.27

The presence of mentioned factors makes the text narrative in nature. However, these features are rarely found in the text as the scores declared above for AWL (Average Word Length) -0.42, NN (Nouns) 1.91, PIN (Total Prepositional Phrase) 1.16, TTR (Type Token Ratio) 0.51 and JJ (Adjective) -0.27. Next, the comparison of both documents made with each other with respect to Biber's genres (1988) on dimension D2.

4.9 Comparison of both types of documents with each other and with those of Biber's genres (1988) on D2:

As mentioned earlier, the discussion indicates that the mean score for STB's books on D2 is 1.50, whereas the mean score for the Federal boards book is 1.9. Though the text lies in the narrative category, the text of the federal board is strongly narrative than that of STB books, as the mean scores for both on D2 indicate. The following graphical representation highlights the comparison between these two types of books:

Sindh textbook board (English II) on D2*:*
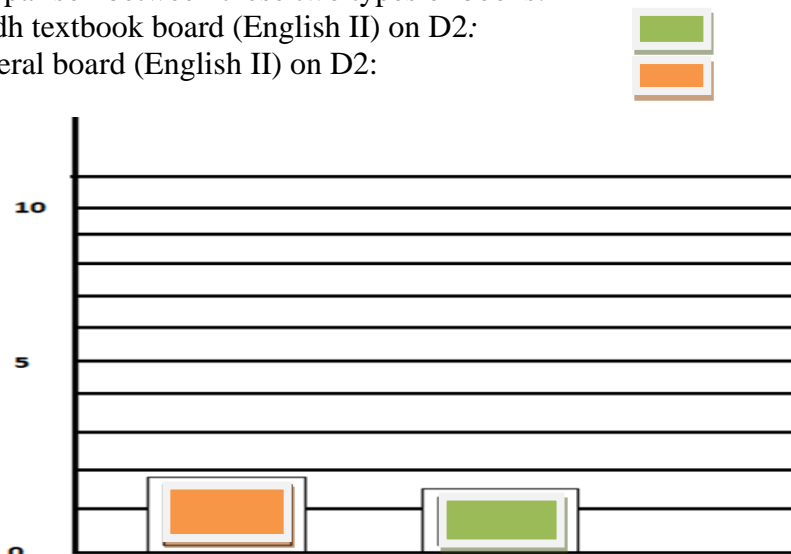
Federal board (English II) on D2:

Fig. 4.11: Mean scores of the selected documents on D2

Narrative text

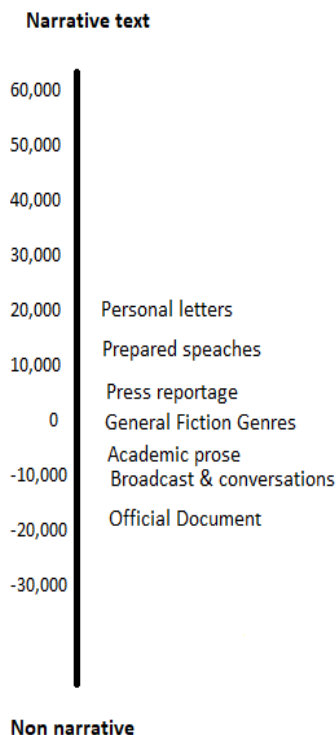|	
60,000	
50,000	
40,000	
30,000	
20,000	Personal letters
	Prepared speeches
10,000	
	Press reportage
0	General Fiction Genres
	Academic prose
-10,000	Broadcast & conversations
	Official Document
-20,000	
-30,000	

Non narrative

Fig. 4.12: Comparison of the selected documents with those of the six genres studied by Biber (1988)

Thus, the above-mentioned discussion illustrates that all for documents, English I and II by STB and NBF, are closed to the prepared speeches genre.

5. Findings and Conclusion:

The present study focused on Pakistani English written discourse that is used academically at the secondary level viz English I & II by STB and NBF. The selected samples were analysed on D1 and D2 using the multidimensional analysis framework by Biber. As D1 represents whether the selected corpus in the abovementioned books is informational or non-informational on technical basis whereas D2 represents whether the text in the selected corpora is narrative or non-narrative. The findings of the selected documents revealed that English I by STB is informative, and non-

involved whereas English II by STB represented that the text is non-informational on D1; further, comparison with Biber (1988) revealed the genre closed to the Broadcasts and the official document respectively. Conversely, English I by NBF showed a negative score and closest genre type is official papers while English II by NBF represented the text as informational on D1 than English II by STB as the mean for both written discourse is –9.00 and 5.00, respectively. Likewise, the analysis of D2 indicates that the genre of the selected written discourse is non-narrative, and the closest genre is prepared speeches.

Importantly, the current paper relating to linguistics analyses registers and written discourse. Further, the selected academic documents may be analysed on other dimensions viz D3, D4, D5, and D6 of multidimensional analysis for a better and comprehensive understanding of the linguistic variations in the Pakistani English written discourse. Moreover, the research endeavour will be eye-opener for novice research scholars who may analyse available factionary and non-factionary documents on various dimensions of MDA.

6. Recommendations

The present study suggests possible future research works. Firstly, a multidimensional study may be conducted on English textbooks used at HSC Part I & II in both above said boards. Secondly, a corpus-based study may be executed on the English textbooks used at pre-SSC level in public and private sector in terms of MAT. Thirdly, Pakistani published magazines for kids may be analysed accordingly. Last but not least, studies may be done on bachelors, masters and doctoral assignments and theses using multidimensional approach in order to fill research gap unattended in the immediate research site.

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