

## **An Analysis of Images in Iranian English High School Textbooks: A Social Semiotic Perspective**

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Considering the vital role of images in conveying the meaning and maintaining them in an individual's visual memory, the present study evaluated the images of high school English language textbooks (Prospect 1, 2, and 3) from an ontogenetic perspective. Using the Kress and van Leeuwen's (2006) social semiotic framework, this study investigated the changes in developmental process of the representational mode of images, both quantitatively and qualitatively. Findings revealed that there didn't exist any specific pattern in the use of images which could be based on the selected semiotic framework in this study. The analysis of three aspects of representational mode, including process, participants, and setting showed that changes from narrative to conceptual processes, from specific to generic, from cartoon to photograph participants, and from local to non-local settings did not exist in these three textbooks. All in all, this study would help EFL practitioners and textbook developers to increase their awareness regarding the role of images in the EFL students' learning process.

**Key words:** Images, Highs School English Textbooks, Representational Mode, Ontogenesis.

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